



KDE Comprehensive School Improvement Plan

Russell County Middle School
Russell County

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Russell County Middle School is located in Russell Springs, Kentucky which is near the heart of beautiful Lake Cumberland, the 3rd largest lake east of the Mississippi River. Russell County's total population is currently 17,497. The unemployment rate of Russell County is 7.9%, which is slightly higher than the current 5.3% unemployment rate of Kentucky. Furthermore, in April of this year, one of Russell County's largest employer's, Fruit of the Loom, made the announcement it would be closing by the end of the year. With 600 jobs being lost, the impact on the local community will be debilitating. A large number of our students live with someone other than their parents and an abundance of households do not have access to technology, an avenue for many learning-based programs as well as a means of communication. Additionally, transportation is another barrier for after-school academic support or extra-curricular activities for many students. However, with the many barriers that exist for students, the high school graduation rate is 91.6%, slightly higher than the 87.4% of the state of Kentucky.

The main building of Russell County Middle School itself was built in 1953 and was originally Russell County High School. In 1988, a new building was constructed as the home of Russell County High School adjacent to the property. That same year, our building was renamed Russell County Junior High and was the home for all 7th, 8th, & 9th graders in Russell County. In 1996, due to student population growth, all 9th graders were moved to Russell County High School and our school became Russell County Middle School (RCMS) to all 7th and 8th graders. In 2007, a major renovation took place to our building that included an enlarged office and lobby area, two new classrooms, bathrooms, cafeteria addition, and sprinkler systems added throughout the building.

The 2013-2014 school year brought about yet more changes for Russell County Middle School. Due to financial concerns, a reconfiguration of schools across the Russell County School District took place. One of the four feeder elementary schools was closed, redistricting occurred and all 6th grade students were relocated to our campus. Therefore, the student population of RCMS now includes all 6th, 7th, and 8th graders in Russell County School District.

Russell County Middle School is a Title I school. We have seen several administration changes over the last six years. Specifically, within the last three years, we have had two principal and two assistant principal changes. With the 2014-2015 school year, the new principal of RCMS has revitalized the culture of our school with a belief system that reflects a strong commitment for academic achievement for all students. Our current administration consists of 1 principal, 2 assistant principals, 2 full-time counselors, 1 instructional coach, and 1 library media specialist. We have 34 core content teachers (including 7 special education teachers), and 5 ENCORE teachers. RCMS is very fortunate to have an experienced staff, with 31% of our faculty obtaining a Master's and 57% who hold a Rank I. We also have access to migrant and EL staff, our Family Resource/Youth Services Center and outside mental health agencies as well as an on-campus Healthy Kids Clinic which help eliminate non-academic barriers for all students.

Russell County Middle School is currently identified as "Needs Improvement." RCMS is a third year "Focus School" due to the scores of students with disabilities in Reading, Math, and Language Mechanics. Given this fact, RCMS teachers are working diligently to meet the diverse learning needs of students with Individual Education Plans and 504 Plans. Based on these special challenges, we have implemented and are continuing to refine many strategies, such as co-teaching for closing the gap, utilizing researched-based curriculum and other interventions to help this specific student population be successful in meeting their individualized goals.

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Our current school's demographics are:

94.2% - White (Non-Hispanic)

1.6% - Black

3.3% - Hispanic

.4% - Asian

.1% - Alaskan Native

.3% - Hawaiian

.1% - Two or more races

69.4% - Free-and-reduced meal qualifiers

1.3% - English language learners

9.6% - Special education students

10.1% - Gifted and Talented

1.0% - Migrant

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The purpose of Russell County Middle School is to prepare all students to be College and Career ready. Our master schedule reflects an intricate balance of core classes including English, math, science, and social studies, as well as Health/P.E., Arts and Humanities, Band, and College & Career Readiness for ENCORE classes. RCMS has an Academic Success period where school-wide interventions are provided to all students in reading and math based on scale scores and deficits to standards identified on Discovery Education Benchmarking. In addition, our school offers small group or one-to-one reading and math interventions to students who scored novice in reading, math, and language mechanics on the previous year's K-PREP as well as those who scored in the bottom 10% of reading and math on the fall Discovery Education Benchmark. These students are serviced with a Title I teacher and two certified substitute teachers, one of which is funded through an ESS Daytime Waiver. Accelerated classes in English and math are available for students performing above benchmark/proficiency to allow for personalized learning. Students have the opportunity to earn a high school credit in some of these classes. Furthermore, Project Lead has been incorporated into the schedule with time for school-wide and grade level assemblies to embed character education, PBIS expectations (Positive Behavior Interventions & Supports) and program review curriculum as well as. Clubs have been established for students to participate in during the school day with leadership opportunities being available as well.

RCMS administers universal screeners to all students three times per year with Discovery Education. Teachers receive immediate results of the student diagnostics. Item analysis reports and levels of student achievement can guide instructional decisions and assist in meeting all students at their individual points of need. The components of Discovery Education are being utilized within the Academic Success intervention plan to progress monitor student mastery of reading and math standards that were an area of deficit reflected on benchmarks.

Each school year our 8th grade students are given the EXPLORE test in September, which gives all stakeholders a prediction of student performance on the ACT. To further assist our students to be college and career ready, a practice EXPLORE test is administered to our 6th and 7th grade students to identify skill levels. These levels will determine intervention needs and be used as a guide for personalized learning in the acceleration of students performing above benchmark. Since our EXPLORE scores fell this year, RCMS plans to administer the practice EXPLORE test to our 7th graders in January as opposed to March, the month it is typically given. This strategy will allow students to have a semester prior to their eighth grade year to identify areas of concern to target deficits using the research-based Cambridge curriculum that directly correlates to skills students need to master to meet benchmark.

Each spring, Russell County Middle School students participate in "Operation Preparation." 8th graders will have the opportunity to hear information from each 9th grade career path teacher and general information regarding the RCHS 9th Grade Academy in a grade-level assembly. Students will tour the Lake Cumberland Area Technology Center which provides instruction in health services, electrical, carpentry, welding, mechanics, and engineering. Other grade levels are provided presentations from community stakeholders to afford them the information regarding career opportunities in our local area.

Since there is a direct correlation of student success to parent involvement, Russell County Middle School provides many opportunities for parents/guardians to remain active participants within their child's education. In the past, examples of these opportunities include open house, PTO meetings, and "Parent Nights" that focus on high-interest topics such as bullying and college and career readiness. Our new leadership has also added parent meetings about the dress code policy, the use of electronic devices at school and the school nutrition program. Parent meetings focusing on accelerated learning possibilities for students as well as sharing information about reducing barriers

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to the gap have also been provided. Furthermore, at public meetings and community luncheons information about RCMS has been shared. All of these meetings have been held with our stakeholders to not only gain their perception of our school, but for them to offer insights for improving our school. Parents are also invited to have access to Parent Portal through Infinite Campus to have continuous information regarding their students' academic performance, attendance, schedule, behavior, and assessments.

Based upon the involvement and input of all stakeholders, the following new mission and vision statements, supported with belief statements have been created:

Mission Statement

The mission of Russell County Middle School is to provide a nurturing, learner-centered atmosphere which bases all decisions on its students' academic and personal achievement.

Vision Statement

Russell County Middle School will challenge students of all abilities to achieve excellence. We will equip students for the demands and opportunities of the 21st century by offering differentiated, effective and rigorous curriculum as an entitlement to all.

Belief Statements

Students and the Learning Process - We believe:

- 1) Each child is unique and should have the opportunity to reach his/her full potential.
- 2) Students need close relationships with adults and peers; therefore, we will foster all students' ability to communicate and trust others so the students' personal and academic growth can be developed.

Curriculum and Instruction - We believe:

- 1) There must be clear alignment among curriculum, instructional practice, and assessment.
- 2) Analyzing student data helps drive instruction and increases student learning.

Community - We believe:

- 1) Student learning is maximized when students, families, and the community are involved in the educational process.
- 2) Students should be contributing members of both the school and community; therefore, we will nurture a sense of community and individual responsibility for the community.

Russell County Middle School provides the following additional opportunities for creativity and involvement and to build positive relationships in support of the mission, vision, and belief statements:

ESS (Extended School Services)

Y - Club

4-H Club

After-School Art Program (Multi-Media)

After-School Drama

RCMS School Newsletter

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AR Boost

Extreme P.E.

Citizens in Action

Academic Team

Pride Club

Fellowship of Christian Athletes

Various Athletic Teams

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Notable Achievements:

Russell County Middle School students are successful inside of the classroom as well as outside of the classroom. Each year, our 8th grade students are invited to participate in Somerset Community College's GEMS & G2-TECS program. This program is designed to introduce students to careers that are primarily focused within the math and science fields. It is a competitive application process and each year a number of students are selected to participate based on their GPA and essay responses.

Russell County Middle School is also proud of our Y-Club. This is a student-led club that promotes critical thinking, leadership, and social responsibility through experimental learning, service, and community activism in fellowship with peers, teachers, sponsors, and Kentucky YMCA staff. Each year, Y-Club attends the Kentucky Youth Assembly (KYA) and Kentucky United Nations Assembly (KUNA). These events allow the club to highlight their work on oral debate, bill writing, election processes, and the creation of a global village. Many parents and community stakeholders are involved with helping make Y-Club a success by participating in fundraisers, acting as mentors, and helping with the creation and construction of the global village props. In the past years, the Y-Club has brought home many awards for achievement at KYA and KUNA, including three Outstanding Delegates, one Outstanding Speaker, two Outstanding Bills, two Best Native Attire, one Outstanding Global Village, one Best Appeal, one Outstanding Delegation, three Outstanding Ambassadors, and two Outstanding Speakers.

Our 21st Century After-School Program provides many opportunities for students. In addition to activities like Extreme P.E., AR Boost, Homework Help, and other options, students can participate in career-related activities such as After-School Drama Club. Students have the opportunity to practice for plays in afterschool and then perform with peers from across the district for the schools, faculty, and community. Citizens in Action is also available in after-school for students to learn about their local community and becoming an involved citizen. They visit businesses and local government offices to learn about what they can do to contribute to their community. There is also a PRIDE club that offers students the opportunity to learn about and participate in recycling paper and plastics. They also work on campus clean-up and beautification by planting trees and sustaining the wetlands at the school. Finally, after-school offers Cooking Club, which follows Kentucky Proud recipes and nutritional guidelines in preparing food. They have cooked food for community members during the Drama Club performance and developed and sold a Laker Proud Cookbook whose proceeds will benefit the after-school program at RCMS.

Project Lead has been implemented into our school culture in order to sustain the initiative begun at the elementary level and to build character education in conjunction with the Seven Habits. This initiative allows students to take on leadership roles, such as participating in morning announcements, serving on the Lighthouse Team, and being elected to the Student Council. The student council serves as a voice for the student body to administration and also delivers important information about the school back to the student body in grade level assemblies. Other assemblies are held to invite guest speakers and other stakeholders, with the goal of helping RCMS meet the needs of the Program Review curriculum. Club opportunities are provided to students during the school day to motivate and offer leadership opportunities, especially for those students who might not have the chance to participate due to the after-school transportation barrier.

All of these specific achievements offer academic, leadership, character education and college/career readiness factors within them for our students. Furthermore, these activities all provide opportunities for other stakeholders to be involved which is an area RCMS is always striving to improve. We plan to sustain these strengths by continuing these types of program offerings.

Areas of Improvement:

In order to support our students on their journey of becoming college and career ready, Russell County Middle School will continue the work on district initiatives to align curriculum to the congruency of the more rigorous standards of Common Core and assess students with common assessments aligned to the standards they are expected to master. Every content area will meet to revisit common assessments, curriculum maps/pacing guides, essential questions, teaching strategies, CIITS lesson plans, and standards to be taught for each grading period. This district initiative will help ensure that all teachers are aligned within the content areas and that student engagement, along with mastery of standards, remain a priority.

Russell County Middle School identified student growth as a primary area of concern. Therefore, RCMS applied for and was approved for an ESS Daytime Waiver. This waiver allowed RCMS to hire a full-time certified substitute teacher to work with students in reading and math during the school day on individual deficit areas in standards. This reduces the barrier for students who could not stay in after-school due to the lack of transportation. Furthermore, morning tutoring is being offered through ESS for students to receive additional academic support before the regular school day begins.

Academic Success, which is an intervention period during the school day for all students, has been developed to increase the overall proficiency scores in reading and math. Students were grouped based on scale scores from the Fall Discovery Education Reading and Math benchmarks to receive specific interventions on standards a deficit had been identified in. With the support of Race to the Top funding, RCMS is seeking out new engaging, high-interest software-based educational programs to further support our intervention services to students. Furthermore, we have invested this year in more technology with the purchase of 38 additional ASUS tablets.

After participating in the statewide pilot and rollout of PGES, Russell County Middle School will continue learning how to understand the components of and the expectations for each domain of the framework, which will lead to improved teacher effectiveness in the classroom. This effectiveness will be a direct correlation to meeting the needs of the next-generation learners. Peers, as well as administrators, have both been certified in the new effectiveness process to provide appropriate feedback. Furthermore, specific training for Other Professionals Growth Effectiveness Systems has been provided to those it effects as well as the administration.

Future Improvements:

Over the next three years, RCMS will continue to work on our district initiatives for curriculum alignment and student mastery of standards. We intend to apply for the ESS daytime waiver again and provide multiple intervention services throughout the day to allow for more individualized student growth in reading and math. We will continue the Project Lead initiative, along with PBIS, to improve the school's culture, as this was a need that had been indicated in the results of our TELL Survey. We will also continue to offer programs for students to become more college and career ready. Additionally, we strive to have more involvement and communication with our stakeholders, including parents as well as community members.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Russell County is small in size, but has an enormous community spirit and sense of pride. Other than the wonderful people of our community, we consider our greatest resource to be Lake Cumberland. It has over 1200 miles of shoreline (more than the state of Florida) and is the 3rd largest lake east of the Mississippi River. Lake Cumberland is also known to be the houseboat capital of the world. Many nationally recognized manufacturers of houseboats are located in the Lake Cumberland area. Fishing is also a major pastime on the lake with a variety of fish filling Lake Cumberland and the Cumberland River below Wolf Creek Dam. Simply stated; if you love the outdoors, you will love Russell County and the Lake Cumberland area. Russell County Middle School is proud to be situated at the threshold of such natural beauty and wonder and even more proud to call themselves a LAKER!

2014-2015 CSIP

Overview

Plan Name

2014-2015 CSIP

Plan Description

Comprehensive School Improvement Plan

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading and math proficient K-PREP scores for Russell County Middle School students from 47% to 73% in 2017.	Objectives: 1 Strategies: 2 Activities: 24	Organizational	\$191575
2	Increase the average combined Reading and Math proficiency ratings for all students in the non-duplicated gap group from 40.2% in 2012 to 70.1% in 2017.	Objectives: 1 Strategies: 3 Activities: 24	Organizational	\$41350
3	Increase the percentage of students meeting benchmark in Reading and Math on Explore from 49.1% in reading and 36.3% in math to 80% by 2017.	Objectives: 1 Strategies: 1 Activities: 12	Organizational	\$13280
4	Increase the percentage of effective principals (as measured by principal effectiveness tools) to ____% by 2015. *Percentage to be computed after baseline is set.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$1000
5	Russell County Middle School will improve the working and learning environment as measured by the TELL Survey from 59.3% to 80% by 2015.	Objectives: 3 Strategies: 4 Activities: 9	Organizational	\$8726
6	Increase the percentage of effective teachers (as measured by teacher effectiveness tools) to ____% by 2015. *Percentage to be computed after baseline is set.	Objectives: 2 Strategies: 4 Activities: 12	Organizational	\$7650

Goal 1: Increase the averaged combined reading and math proficient K-PREP scores for Russell County Middle School students from 47% to 73% in 2017.

Measurable Objective 1:

demonstrate a proficiency of 62% combined in English/Language Arts and Math by 05/22/2015 as measured by K-Prep.

Strategy 1:

Literacy Initiative - A school-wide literacy initiative that will address the individualized needs of all students, regardless of ability level will be a focus. Each student will be provided a Reading and Writing instruction block to meet the new, more rigorous demands of Common Core Standards. Teachers will meet in PLCs to monitor student data by sharing student work samples for analysis and the results of Discovery Education benchmarks as well as summative and formative assessments to guide instruction. A specific intervention time will be provided for all students to make them aware of the deficits they have with standards and will be given purposeful interventions toward mastery of standards in addition to RTI for specific students meeting more at-risk criteria.

Category: Continuous Improvement

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading interventions are scheduled with a Title I teacher or certified substitute teacher for students scoring in the bottom 10% of the Discovery Education fall benchmark in reading and novice on the previous year's K-Prep in reading or language mechanics.	Academic Support Program	11/03/2014	05/22/2015	\$62574	Title I Part A, State Funds	Principal; Instructional Coach; Title I Teacher; Certified Substitute Teachers

Activity - Collaborative/Co-Taught English Instruction Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborative/Co-Taught English instructional blocks will include a special education teacher co-teaching with the general education teacher where accommodations are provided according to the IEPs to assist students to reach success..	Direct Instruction	08/11/2014	05/22/2015	\$0	No Funding Required	Principal; Teachers

Activity - Accelerated English Instruction Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated English classes at the middle school are available for students performing above benchmark/proficiency, some of which offer high school credit.	Direct Instruction	08/11/2014	05/22/2015	\$0	No Funding Required	Principal; Teachers; Guidance Counselor; Instructional Coach

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Activity - Before/After-School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Before/After-school tutoring opportunities are provided for students struggling in reading, writing, and language mechanics.	Tutoring	09/02/2014	04/16/2015	\$7200	State Funds	Principal; ESS District Coordinator; ESS School Coordinator; ESS Teachers; SBDM
Activity - PLC Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Communities occur to continuously monitor student data and adjust instruction/strategies to best meet the needs of all students at their individual level of learning.	Professional Learning	08/11/2014	05/22/2015	\$0	No Funding Required	Principal; Teachers; Instructional Coach
Activity - Supplemental/Intervention Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research based classroom Reading and Reading Intervention resources will be provided. (i.e. - Springboard Consumable Student Edition and other ancillary items, Scholastic Scope and Action magazines)	Academic Support Program	08/08/2012	05/22/2015	\$20500	State Funds, Title I Part A	Principal; SBDM; Teachers
Activity - English Computer Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English students will be provided access to a computer lab to supplement and enrich Springboard curriculum/instruction.	Technology	08/08/2012	05/22/2015	\$0	No Funding Required	Principal; Teachers; Chief Information Officer
Activity - Silent Sustained Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The entire school began silent sustained reading for fifteen minutes everyday as a school-wide initiative to improve writing skills, build vocabulary and increase comprehension.	Academic Support Program	09/02/2014	05/22/2015	\$0	No Funding Required	Principal; Teachers
Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common assessments will be developed congruent to standards and administered in all English classes to identify gaps in student learning and adjust instruction.	Academic Support Program	03/18/2013	05/22/2015	\$0	No Funding Required	Principal; Teachers; Instructional Coach
Activity - STAR/AR Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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RCMS students will use the STAR/AR program within the Library Media Center to monitor reading levels and set personal goals based on STAR level/lexile equivalency to increase proficiency. Students will use the AR program as a research based means to assist in meeting this goal. Additionally, students with the lowest lexile levels will receive their own books to take home and read with parents to further promote literacy.	Academic Support Program	08/15/2012	05/22/2015	\$7865	State Funds, Title I Part A	Principal; Teachers; Library Media Specialist; SBDM
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grades 6-8 English Language Arts Teachers along with collaborating special education teachers and instructional coach participated in a two-day Advanced SpringBoard sponsored professional development that focused on implementing the common core standards based curriculum and differentiating instruction to meet the rigorous expectations for reading and writing.	Professional Learning	07/28/2014	07/29/2014	\$5250	Title I Part A	Teachers, Instructional Coach, District PD Coordinator, Principal
Activity - Technology Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Six mini I-pads will be utilized for small group or individual direct instruction to provide interventions.	Technology	11/24/2014	05/28/2015	\$1800	Title I Part A	District Title I Coordinator, Title I Teacher, Principal
Activity - Academic Success	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are grouped based on scale score of the Discovery Education benchmarks to receive specific interventions on standards a deficit has been identified in.	Academic Support Program	10/13/2014	05/01/2015	\$5306	Title I Part A, General Fund	Principal, Teachers, Instructional Coach
Activity - Student Engagement with Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sixth grade students will actively participate in student-led discussions from teacher modeled questioning techniques using high-interest reading material. Language mechanics will be focused on as well within the context of the reading to establish a strong foundation for close reading skills and comprehension.	Direct Instruction	01/05/2015	05/22/2015	\$0	No Funding Required	Principal, Sixth Grade Teachers, Instructional Coach
Activity - On-Demand Writing Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Regular and special education teachers will attend a two-day on-demand writing workshop to learn step-by-step approaches for teaching students to be more independent writers. They will also learn how to move students to the next level with idea development (specifically looking at the reading-writing connections as one strategy) and lessons specific to the scoring rubric.	Professional Learning	02/10/2015	02/11/2015	\$5000	Title I Part A	Regular Education and Special Education Teachers, District PD Coordinator

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Strategy 2:

Math Initiative - A school-wide math initiative that will address the individualized needs of all students, regardless of ability level will be a focus. Each student will be provided a math instruction block to meet the new, more rigorous demands of Common Core Standards. Teachers will meet in PLCs to monitor student data by sharing student work samples for analysis and the results of Discovery Education benchmarks as well as summative and formative assessments to guide instruction. A specific intervention time will be provided for all students to make them aware of the deficits they have with standards and will be given purposeful interventions toward mastery of standards in addition to RTI for specific students meeting more at-risk criteria.

Category: Continuous Improvement

Activity - Supplemental Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research based math supplemental resources will be provided. (i.e. - IXL, Explore Test Prep, Moby Max, etc.) in addition to the math curriculum as well as other manipulatives and tools to support a student-centered classroom.	Direct Instruction	08/08/2012	05/22/2015	\$1000	State Funds	Principal; Teachers; SBDM

Activity - Accelerated Math Instruction Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated math classes at the middle school are available for students performing above benchmark/proficiency, some of which offer high school credit.	Direct Instruction	08/11/2014	05/22/2015	\$0	No Funding Required	Principal; Teachers; Guidance Counselor; Instructional Coach

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math interventions are scheduled with a Title I teacher or certified substitute teacher for students scoring in the bottom 10% of the Discovery Education fall benchmark in math and novice on the previous year's K-Prep in math.	Academic Support Program	11/03/2014	05/22/2015	\$62574	State Funds, Title I Part A	Principal; Teachers

Activity - Math Computer Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math students will be provided access to computer labs to implement math curriculum and other supplemental programs like IXL as applicable.	Technology	08/08/2012	05/15/2015	\$0	No Funding Required	Principal; Teachers; Chief Information Officer

Activity - PLC Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Communities occur to continuously monitor student data and adjust instruction/strategies to best meet the needs of all students at their individual level of learning.	Professional Learning	08/11/2014	05/22/2015	\$0	No Funding Required	Principal; Teachers; Instructional Coach

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Activity - Before/After-School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Before/After-school tutoring opportunities are provided for students struggling in math.	Tutoring	09/02/2014	04/16/2015	\$7200	State Funds	Principal; ESS District Coordinator; ESS School Coordinator; ESS Teachers; SBDM
Activity - Collaborative/Co-Taught Math Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborative/Co-Taught math instructional blocks will include a special education teacher co-teaching with the general education teacher where accommodations are provided according to the IEPs to assist students to reach success.	Direct Instruction	08/11/2014	05/22/2015	\$0	No Funding Required	Principal; Teachers
Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common assessments will be developed congruent to standards and administered in all math classes to identify gaps in student learning and adjust instruction.	Academic Support Program	03/18/2013	05/15/2015	\$0	No Funding Required	Principal; Instructional Coach; Teachers
Activity - Academic Success	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are grouped based on scale score of the Discovery Education benchmarks to receive specific interventions on standards a deficit has been identified in.	Academic Support Program	10/06/2014	05/01/2015	\$5306	General Fund, Title I Part A	Principal, Teachers, Instructional Coach

Goal 2: Increase the average combined Reading and Math proficiency ratings for all students in the non-duplicated gap group from 40.2% in 2012 to 70.1% in 2017.

Measurable Objective 1:

demonstrate a proficiency in reading and math by increasing the percentage of students scoring proficient/distinguished by 7% by 05/28/2015 as measured by 2014-2015 K-Prep Assessment.

Strategy 1:

Reading Gap Initiative - In conjunction with the school-wide Literacy Initiative, targeted students at RCMS identified within the gap groups will receive specialized, research-based instruction.

Category:

SY 2014-2015

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Activity - IEP Goal Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students with disabilities are progress monitored in a resource setting using informational research based texts.	Academic Support Program	08/11/2014	05/28/2015	\$0	No Funding Required	Principal; Special Education Teachers
Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instruction of students with disabilities will correlate with their identified goals and specialized designed instruction stated within their IEP.	Direct Instruction	08/08/2012	05/28/2015	\$0	No Funding Required	Principal; General Education Teachers; Special Education Teachers
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborating ELA teachers attended a GRREC sponsored two day professional development that focused on different strategies to implement to close the writing gap between students with disabilities and students without disabilities. Follow-up sessions will be provided to teachers for observation, planning and feedback.	Professional Learning	08/11/2014	10/03/2014	\$1150	IDEA	Teachers, Principal, Director of Special Education
Activity - ASUS Tablets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
38 ASUS tablets were purchased for students to use in small group or individual intervention sessions.	Technology	11/03/2014	05/28/2015	\$13262	KETS	Principal, Chief Information Officer, Teachers, Students
Activity - Intervention Software	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention software (ex. IXL) that is engaging and high interest will be purchased for students who are struggling to meet proficiency.	Technology	12/01/2014	05/28/2015	\$2618	Race to the Top	Principal, Teachers, Students
Activity - Focus District Team Meeting with GRREC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Principal, Instructional Coach, Special Education Department Heads, Focus Content Area Department Heads and Central Office Administrators will meet to develop a plan of action for the school's focus group. The team will strategize how to improve teaching and learning in order to meet the needs of students with disabilities.	Professional Learning	01/06/2015	01/06/2015	\$225	Title II Part A	Principal, Instructional Coach, Special Education Department Head and Teachers, Focus Content Area Department Head and Teachers, Central Office Administrators
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Strategy 2:

Math Gap Initiative - In conjunction with the school-wide Math Initiative, targeted students at RCMS identified within the gap groups will receive specialized, research-based instruction.

Category:

Activity - IEP Goal Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students with disabilities are progress monitored in a resource setting by using research based probes.	Academic Support Program	08/11/2014	05/28/2015	\$0	No Funding Required	Principal; Special Education Teachers

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instruction of students with disabilities will correlate with their identified goals and specialized designed instruction stated within their IEP.	Direct Instruction	08/08/2012	05/28/2015	\$0	No Funding Required	Principal; General Education Teachers; Special Education Teachers

Activity - Math Plus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sixth grade math teachers are attending a two year Math Plus GRREC sponsored training that focuses on content, with an emphasis on problem solving tasks, specifically fraction sense and operations.	Professional Learning	06/03/2013	06/30/2015	\$0	Grant Funds	Principal, Sixth Grade Math Teachers

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Activity - ASUS Tablets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
38 ASUS tablets were purchased for small group or individual intervention sessions.	Technology	11/03/2014	05/28/2015	\$13262	KETS	Principal, Chief Information Officer, Teachers, Students

Activity - Intervention Software	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention software (ex.IXL) that is engaging and high interest will be purchased for students who are struggling to meet proficiency.	Technology	12/01/2014	05/28/2015	\$2618	Race to the Top	Principal, Teachers, Students

Activity - Focus District Team Meeting with GRREC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal, Instructional Coach, Special Education Department Heads, Focus Content Area Department Heads and Central Office Administrators will meet to develop a plan of action for the school's focus group. The team will strategize how to improve teaching and learning in order to meet the needs of students with disabilities.	Professional Learning	01/06/2015	01/06/2015	\$225	Title II Part A	Principal, Instructional Coach, Special Education Department Head and Teachers, Focus Content Area Department Heads and Teachers, Central Office Administrators

Strategy 3:

School-Wide Gap Initiative - The school-wide gap initiative will address any academic or non-academic factors that impact student achievement, such as social, emotional, and health needs, as well as school safety and discipline strategies.

Category: Continuous Improvement

Activity - Family Medical Center Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students at RCMS are provided the opportunity for a free dental screening that includes a dental assessment, cleaning, fluoride, and a follow-up letter indicating dental concerns, an opportunity for a flu shot and other medical services including physicals and sick-child visits on the school campus with parent permission.	Other	08/11/2014	05/28/2015	\$0	No Funding Required	Principal; FRYSC; Cumberland Family Medical Staff

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Activity - Suicide Prevention Assembly	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RCMS students attend an assembly presented by the school psychologist for Russell County Schools that focused on suicide prevention.	Behavioral Support Program	09/23/2014	09/23/2014	\$0	No Funding Required	Principal; Teachers; School Psychologist for Russell County Schools; Counselors; Director of Professional Development
Activity - Youth Services Center Student Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Youth Services Center provides a diverse range of services to the students of Russell County Middle School to help eliminate barriers to academic success.	Academic Support Program	08/08/2012	05/15/2015	\$0	No Funding Required	Principal; Teachers; Youth Services Center
Activity - "On a Roll" Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The "On a Roll" program has been established at RCMS to encourage academic success and appropriate student behavior in which students receive rewards at various times throughout each grading period.	Other	08/08/2012	05/28/2015	\$1000	Other	Principal; Teachers; Youth Services Center; PTO
Activity - RCMS Student Showcase	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Russell County Middle School will host an event that showcases learning across content areas with student performances to share with parents and the community.	Parent Involvement	04/21/2015	04/21/2015	\$0	No Funding Required	Principal; Teachers; Youth Services Center
Activity - Data Retreat	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of teachers representing all content areas and grade levels, principal, instructional coach and district personnel attended a Data Retreat sponsored by the Race to the Top grant to analyze multiple data sources and identify strengths and needs for the school.	Professional Learning	09/29/2014	10/01/2014	\$1000	Race to the Top	Principal, Data Team, Instructional Coach
Activity - Leader in Me Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Professional development occurred for certified and classified staff over four days that focused on Project Lead (the 7 Habits) and developing an action plan for implementing them (Project Lead) into the school. Follow up training is provided as well.	Professional Learning	07/14/2014	07/17/2015	\$0	No Funding Required	Principal, Certified and Classified Personnel
Activity - RCMS Student Council	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level representatives were elected by the student body to be their voice on the student council. Student Council collaborates with the administration, teachers, and SBDM to communicate concerns or issues from the student body. The administration utilizes the student council in grade level assemblies to communicate topics of importance to the student body. Additionally, the student council presents at the school board and community meetings as well.	Academic Support Program	09/15/2014	05/28/2015	\$0	No Funding Required	Principal, Teachers, Student Council, Students, SBDM
Activity - Reducing Barriers to the Gap Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meetings are held with parents and the community to share information about the school. Specific data about the gap (students with disabilities being the sources of our school focus status) and the overall standing of the school is shared. Feedback from parents and community stakeholders regarding reducing barriers are received and discussed as avenues for improvements.	Parent Involvement	08/11/2014	05/28/2015	\$1300	FRYSC	Principal, FRYSC, Teachers, Counselors, Instructional Coach
Activity - Student Focus Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student focus days occur on non-instructional days for academic time in reading and math to occur as well as time for physical activity for gap students. Lunch is provided for all students and transportation is available for those who need it.	Academic Support Program	08/11/2014	05/28/2015	\$2340	FRYSC	Principal, FRYSC, Teachers, Students
Activity - Reducing Barriers with Migrant & EL Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Migrant and EL staff will act as a liaison between the school and home by interpreting/translating information/meetings to promote family involvement in school activities and collaborate with the classroom teacher and parents to analyze assessment data, set goals, provide resources and support needed to implement the Program Services Plan. Furthermore, PD information will be provided to principals and teachers.	Academic Support Program	07/01/2014	06/30/2015	\$350	Title III, Title I Part C	EL/Migrant Instructor, District EL/Migrant Contact
Activity - Cultural Proficiency Institute	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A school team will attend a cultural Proficiency Institute to learn a framework for responding to and planning for issues that intersect with poverty, English language learners, professional learning communities and personalized learning to share with the faculty.	Professional Learning	01/13/2015	01/14/2015	\$2000	GRECC Race to the Top	Principal, Counselors, Instructional Coach, FRYSC, Teachers

Goal 3: Increase the percentage of students meeting benchmark in Reading and Math on Explore from 49.1% in reading and 36.3% in math to 80% by 2017.

Measurable Objective 1:

collaborate to increase the percentage of students meeting benchmark in reading and math by 2% by 05/22/2015 as measured by EXPLORE data..

Strategy 1:

College/Career Readiness Initiative - A school-wide College/Career Readiness initiative will ensure that Russell County Middle School students receive specific instruction and exposure to skills and opportunities that will prepare them for a successful future and enable them to compete in an ever-changing global economy. Eighth grade students will have a CCR class with a software based WIN Learning Program that enhances career exploration with employability skills. Students also receive interventions in this class based on deficits shown on the EXPLORE test taken at the beginning of the school year. Seventh grade students use the research-based Cambridge Non-Negotiable Skills Curriculum to better prepare them for the skills necessary to be successful on the EXPLORE test the following year. All sixth, seventh and eighth grade students complete the grade level requirements for ILPs and participate in Operation Preparation activities that involve guest speakers from the community and tours of higher educational settings. Informational nights are held for parents to explain the EXPLORE test and why it is important as well as a college and career readiness night where high school counselors explain schedules and representatives from career pathways in the high school, vocational school and college settings are provided for presentations and follow-up questions.

Category: Career Readiness Pathways

Activity - College/Career Readiness Parent Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Russell County Middle School will host a College/Career Readiness Parent Assembly in conjunction with "Operation Preparation." Parents will receive motivational school items for attending the informational meeting.	Parent Involvement	03/31/2015	03/31/2015	\$3280	FRYSC, Title I Part A	Principal; College and Career Readiness Counselor; FRYSC; Counselors; Instructional Coach; Teachers

Activity - WIN Learning Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WIN is a software based program for students that enhances College and Career Education through career exploration, real world application of employability skills, and allows them to work toward a career goal within the program.	Career Preparation/Orientation	08/08/2012	05/15/2015	\$0	Other	Principal; Teachers; Director of College and Career Readiness

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Activity - ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every student at RCMS will complete the grade level required components of the ILP.	Career Preparation/Orientation	08/08/2012	05/15/2015	\$0	No Funding Required	Principal; Teachers; Counselors
Activity - Cambridge Non-Negotiable Skills Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Seventh and Eighth grade students at RCMS will be exposed to the research-based Cambridge curriculum in order to work on interventions and enrichments as identified by Explore Diagnostic Assessment.	Academic Support Program	08/08/2012	05/15/2015	\$0	No Funding Required	Principal; Teachers
Activity - EXPLORE Diagnostic Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RCMS will administer the EXPLORE Diagnostic Assessment to students to identify deficit skills in benchmark areas to guide instruction for student growth and to use as a guide for personalized learning in the acceleration of students performing above benchmark.	Academic Support Program	01/05/2015	03/27/2015	\$7500	Title I Part A	Principal; Guidance Counselor; Teachers; Instructional Coach
Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A week of activities to focus on the importance of advising and providing an opportunity for schools, students, parents, and communities to collaborate in the College and Career Planning process and to provide the students with information and inspiration to become College and Career ready.	Career Preparation/Orientation	03/14/2012	05/15/2015	\$0	No Funding Required	Principal; Guidance Counselor; Teachers; Youth Services Center; College and Career Readiness Counselor
Activity - 21st Century After-School Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RCMS students who attend the 21st Century After-School Program will be able to explore career interest inventories through real world application of employability skills.	Career Preparation/Orientation	09/04/2012	05/22/2015	\$1500	Other	Principal; 21st Century District Coordinator; 21st Century School Coordinator; 21st Century Teachers

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Activity - EXPLORE Parent Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On September 8rd, 2014, RCMS, along with the District College and Career Readiness Counselor, informed parents about the EXPLORE test.	Parent Involvement	09/08/2014	09/08/2014	\$1000	FRYSC	Principal, Guidance Counselors, District College and Career Readiness Counselor
Activity - Project Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 8th graders will be given the opportunity to collaborate with peers to complete project based learning activities. Students will choose their activity, develop their own scoring rubric, and work collaboratively to complete the project at a proficient level.	Career Preparation/Orientation	01/05/2015	05/22/2015	\$0	No Funding Required	Principal, teachers, students
Activity - EXPLORE Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7th grade students will take the EXPLORE Diagnostic in January 2015 to identify deficit skill areas. These deficit skills will be addressed using the research-based Cambridge curriculum during Career Leadership time.	Career Preparation/Orientation	01/05/2015	05/22/2015	\$0	No Funding Required	Principal, Teachers, Students
Activity - Project Lead	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As part of the Leader in Me initiative, all students have Project Lead time built within the schedule to mentor students in setting personal goals, character education, and how to interact socially in the real world.	Career Preparation/Orientation	08/11/2014	05/28/2015	\$0	Grant Funds	Principal, Teachers, Students
Activity - Student Wellness Goal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students receive health and physical education in their academic schedule and are offered a free nutritional breakfast and lunch daily through a district wide free lunch program. Students calculate their BMI, understand the factors that contribute to it and analyze how it affects their role of being productive members of society.	Behavioral Support Program	08/11/2014	05/22/2015	\$0	No Funding Required	Principal, Health and PE Teachers, SBDM

Goal 4: Increase the percentage of effective principals (as measured by principal effectiveness tools) to ____% by 2015. *Percentage to be computed after baseline is set.

Measurable Objective 1:

demonstrate a behavior to achieve a highly effective principal by 06/30/2015 as measured by the Principal Professional Growth and Effectiveness System..

Strategy 1:

Principals' PGES - Principals will attend state or GRREC Effective Principals' PGES trainings to understand all components of the PGES in an effort to become highly effective. Principals will implement performance standards of the PGES to become highly effective. Principals will document and keep evidence as required by PGES. Principal will meet with assistant principals to ensure consistency of the framework is being used when observing teachers. All administrators will be recalibrated using guidelines set by the state. A school focus of domain 3 within the framework will be communicated to the faculty.

Category: Principal PGES

Activity - Principal PGES Trainings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals' PGES trainings: Russell County Middle School principal will attend state or GRREC Effective Principals' PGES trainings to gain understanding of all components of the PGES in an effort to become highly effective.	Professional Learning	05/01/2013	06/30/2015	\$1000	Title II Part A, Race to the Top	Principal, Instructional Coach
Activity - Highly Effective Principal Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly Effective Principal Practices: Russell County Middle School principal will implement performance standards of PGES to become highly effective. He will document and keep evidence as required by PGES.	Professional Learning	05/01/2013	06/30/2015	\$0	No Funding Required	Principal

Goal 5: Russell County Middle School will improve the working and learning environment as measured by the TELL Survey from 59.3% to 80% by 2015.

Measurable Objective 1:

collaborate to provide discipline options for the school by 05/15/2015 as measured by the reduction of discipline referrals made to administration as reported through Infinite Campus.

Strategy 1:

Managing Student Conduct - Managing student conduct will allow students and faculty to feel like they learn and work in a safe and secure environment.

Category:

Activity - Preventative Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide schoolwide preventative interventions to include topics on bullying, conflict management, or other social, emotional, physical, or mental issues as deemed necessary by administration. This happens during grade level and whole school assemblies and is embedded within Project Lead and the PBIS school-wide expectations.	Behavioral Support Program	08/07/2013	05/15/2015	\$0	No Funding Required	Principals; Counselors

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Activity - Positive Behavior Intervention Supports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS is a proactive approach to improve student behavior to serve as a means to improve climate and culture. It includes schoolwide expectations, common area rules, and lesson plans to be taught with consistency so the result will be fewer office discipline referrals and suspensions allowing more time for teachers to have students in class and engage them in instruction. PBIS has been implemented and communicated to all stakeholders. "Scholar Dollars" is an incentive used within this program to recognize students and teachers who are meeting expectations. Recipients of "Scholar Dollars" receive various tokens of recognition during weekly drawings.	Behavioral Support Program	08/11/2014	05/28/2015	\$0	No Funding Required	Principal, Certified and Classified Staff, Students, Parents, Community Stakeholders

Strategy 2:

Maintenance of School Campus - Steps will be established, implemented, and monitored to ensure the cleanliness and maintenance of the school campus to ensure a safe and secure environment.

Category:

Activity - School Campus Maintenance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal has established a school environment survey to administer to faculty quarterly to assess/monitor the cleanliness of the school (inside and outside). Administration will meet with all custodial staff to review survey findings and expectations.	Other	08/11/2014	05/28/2015	\$0	No Funding Required	Principal, Teachers, Custodians

Measurable Objective 2:

collaborate to improve meaningful teacher perspective toward professional development by 05/15/2015 as measured by increasing the results of 2015 TELL Survey by 18% .

Strategy 1:

Professional Development Relevance - Teachers' concerns from the May 2013 TELL Survey will be taken into consideration for improvement to professional development.

Category:

Activity - Differentiated Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Differentiated PD will be provided to meet the individual needs of teachers as requested/available and recommended based on professional growth (i.e. Edviation, GRREC, Webinars, Communities of Practice & other available trainings) and as linked to the professional development action plan to support grade level appropriate instruction.	Professional Learning	08/07/2013	05/15/2015	\$8726	Race to the Top, Other, Title I Part A	District PD Coordinator, Principals, Teachers

Activity - Follow-Up/Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will be provided time and support to implement knowledge gained from professional development and be given the opportunity to provide feedback on PD relevance and effectiveness.	Professional Learning	08/07/2013	05/15/2015	\$0	No Funding Required	District PD Coordinator, Principals, Teachers
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Measurable Objective 3:

collaborate to ensure that teacher input and leadership is relevant, consistently supported, and recognized in a comfortable, respectful environment with effective feedback by 05/15/2015 as measured by 2014/2015 VAL-ED, 2015 TELL SURVEY, and other teacher surveys (i.e. Survey Monkey, Effective Schools) .

Strategy 1:

Leadership Support - Administration will be open and available to teacher input and offer effective feedback in a timely fashion.

Category:

Activity - Forums for Concerns	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided an opportunity to express issues, concerns, and suggestions with school leadership individually, small groups (i.e. grade level, content level, committee), faculty meetings, SBDM, and/or anonymously through Survey Monkey or suggestion boxes, etc.	Other	08/07/2013	05/15/2015	\$0	No Funding Required	Principals, Faculty, Staff

Activity - Forums for Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive timely feedback (within 5 days) from school leadership in regards to voiced concerns, issues, and suggestions.	Other	08/07/2013	05/15/2015	\$0	No Funding Required	Principals, Teachers, Staff

Activity - Teacher Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive appropriate acknowledgement for accomplishments.	Other	08/07/2013	05/15/2015	\$0	No Funding Required	Principals, Teachers, Staff

Activity - Problem-Solving and Decision Making	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through SBDM-approved school leadership committees including all stakeholders (i.e. teachers, staff, and parents), issues, concerns, and suggestions are voiced to influence the decision-making process of SBDM and school leadership with immediate feedback. (within 5 days with the exception of regularly scheduled/special called SBDM Council meetings.)	Other	08/07/2013	05/15/2015	\$0	No Funding Required	Principals, Teacher, Staff, SBDM Council

Goal 6: Increase the percentage of effective teachers (as measured by teacher effectiveness tools) to ____% by 2015. *Percentage to be computed after baseline is set.

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Measurable Objective 1:

demonstrate a behavior to achieve highly effective teachers by 06/30/2015 as measured by the Teacher Professional Growth and Effectiveness System. .

Strategy 1:

TPGES Trainings - Teachers will participate in Lync on-line and district/school TPGES trainings in an effort to achieve highly effective PGES standards. Teachers will implement PGES highly effective teacher standards. Principal will evaluate and provide guidance to teachers for attainment of highly effective standards.

Category:

Activity - Highly Effective Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly Effective Teacher Training: Teachers will participate in Lync/on-line/face-to-face district/school TPGES trainings in an effort to achieve highly effective PGES standards.	Professional Learning	05/01/2013	06/30/2015	\$1000	Race to the Top, Title II Part A	Teachers, Principal, District PGES Coordinator, Instructional Coach

Activity - Highly Effective Teacher Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly Effective Teacher Practices: As teachers gain new knowledge of TPGES, they will implement highly effective PGES practices and keep documentation and evidence as required.	Professional Learning	05/01/2013	06/30/2015	\$0	No Funding Required	All teachers, principal

Activity - Evaluating and Guiding Teachers to be Highly Effective	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluating and Guiding Teachers to be Highly Effective: The school principal will evaluate and provide guidance and support for teachers to become highly effective educators.	Professional Learning	05/01/2013	06/30/2015	\$750	State Funds	Principal

Activity - PGES Teacher Cadre	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend a GRREC sponsored PGES Teacher Cadre to learn more about the structure of and expectations for the framework and the effectiveness system including self-reflection, professional growth goals and student growth goals.	Professional Learning	08/11/2014	05/28/2015	\$1000	Race to the Top	Principal, Teachers

Activity - PGES Peer Observers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected teachers participated in a GRREC sponsored training for Peer Observers to support teachers as they implement the PGES framework.	Professional Learning	07/22/2014	07/22/2014	\$400	Other	Peer Observer Teachers; Principal

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Activity - TPGES Support Trainings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers participated in a GRREC sponsored training on the self-reflection process, using those results to create a Professional Growth Goal and learning how to document these pieces within CIITS. Training and support for analyzing student data, creating student growth goals, developing rubrics for them, and documenting them into CIITS has also been provided as well as training about the student voice survey.	Professional Learning	05/30/2014	05/28/2015	\$0	No Funding Required	Principal, Teachers, Instructional Coach, Counselor

Strategy 2:

CIITS - Teachers will incorporate the use of CIITS to develop curriculum maps, unit and lesson plans, assessments, and reports to impact highly effective teaching and learning.

Category: Teacher PGES

Activity - CIITS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize CIITS' formal on-line webinars and/or attend school/district face-to-face training during the school day, after school, in PLCs or professional development provided by CIITS school/district manager/curriculum leads/principal to learn how to incorporate CIITS resources into their planning and professional growth in an effort to achieve highly effective PGES standards.	Professional Learning	08/11/2014	06/30/2015	\$1250	Race to the Top, Title II Part A	Principal, CIITS District Manager, CIITS School Manager, District PD Coordinator, Curriculum Leads, Teachers

Activity - CIITS Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will refine/implement curriculum maps, unit/lesson plans, assessments, strategies learned from professional growth opportunities, create and analyze data from the School/District Data module to improve and guide instruction.	Academic Support Program	08/11/2014	05/28/2015	\$2250	Title I Part A	Teachers, Principal, District CIITS Manager, Instructional Coach

Strategy 3:

Program Review Immersion - Content area teachers will seek the expert advice of in-house practical living/career studies, arts and humanities and writing/ELA teachers to utilize suggestions and/or resources and how program review criteria can be embedded within their instructional activities to enhance not only their content area, but the program reviews as well. Inviting guest speakers and site visits to businesses as well as involving other stakeholders in the students' education are also intentional.

Category: Teacher PGES

Activity - Intentional Faculty Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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There is intentional faculty collaboration within the school and with other stakeholders to embed arts and humanities, practical living/career studies and writing within their own content area instruction to enhance not only program reviews, but also their own subject area. Specific examples and modeling of rationales and documentation of evidence have been shared with the faculty.	Professional Learning	08/07/2014	05/28/2015	\$0	No Funding Required	Teachers, Principal, Counselor, Instructional Coach
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Activity - Program Review Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specific grade level instruction aligned with the program reviews will be implemented to improve the quality of programs.	Academic Support Program	01/05/2015	05/22/2015	\$0	No Funding Required	Principal, Teachers

Measurable Objective 2:

demonstrate a behavior to achieve highly effective other professionals by 06/30/2015 as measured by the Other Professional Growth Effectiveness System.

Strategy 1:

OPGES Trainings - Other professionals will participate in Lync on-line and district/school OPGES trainings in an effort to achieve highly effective PGES standards. Other professionals will implement PGES highly effective other professionals standards. Principal/other administrators will evaluate and provide guidance to other professionals for attainment of highly effective standards.

Category: Professional Learning & Support

Activity - Highly Effective Other Professional Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly Effective Other Professionals Training: Other Professionals and administration will participate in Lync/online/face-to-face district/school OPGES trainings in an effort to achieve highly effective PGES standards.	Professional Learning	08/11/2014	05/28/2015	\$1000	Race to the Top, Title II Part A	Counselors, Library Media Specialist, Instructional Coach, Principals, District Administration

Activity - OPGES Support Trainings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training on the self-reflection process, using those results to create a Professional Growth Goal, creating student growth goals and how to document these items into CIITS will be provided. Support will be offered through other avenues such as webinars/Lync/face-to-face sessions as well.	Professional Learning	05/30/2014	05/30/2015	\$0	No Funding Required	Principal, Counselors, Library Media Specialist, Instructional Coach

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part C

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reducing Barriers with Migrant & EL Staff	Migrant and EL staff will act as a liaison between the school and home by interpreting/translating information/meetings to promote family involvement in school activities and collaborate with the classroom teacher and parents to analyze assessment data, set goals, provide resources and support needed to implement the Program Services Plan. Furthermore, PD information will be provided to principals and teachers.	Academic Support Program	07/01/2014	06/30/2015	\$250	EL/Migrant Instructor, District EL/Migrant Contact
Total					\$250	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
"On a Roll" Program	The "On a Roll" program has been established at RCMS to encourage academic success and appropriate student behavior in which students receive rewards at various times throughout each grading period.	Other	08/08/2012	05/28/2015	\$1000	Principal; Teachers; Youth Services Center; PTO
PGES Peer Observers	Selected teachers participated in a GRREC sponsored training for Peer Observers to support teachers as they implement the PGES framework.	Professional Learning	07/22/2014	07/22/2014	\$400	Peer Observer Teachers; Principal
WIN Learning Program	WIN is a software based program for students that enhances College and Career Education through career exploration, real world application of employability skills, and allows them to work toward a career goal within the program.	Career Preparation/Orientation	08/08/2012	05/15/2015	\$0	Principal; Teachers; Director of College and Career Readiness
Differentiated Professional Development	Differentiated PD will be provided to meet the individual needs of teachers as requested/available and recommended based on professional growth (i.e. Edviation, GRREC, Webinars, Communities of Practice & other available trainings) and as linked to the professional development action plan to support grade level appropriate instruction.	Professional Learning	08/07/2013	05/15/2015	\$4226	District PD Coordinator, Principals, Teachers

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21st Century After-School Program	RCMS students who attend the 21st Century After-School Program will be able to explore career interest inventories through real world application of employability skills.	Career Preparation/Orientation	09/04/2012	05/22/2015	\$1500	Principal; 21st Century District Coordinator; 21st Century School Coordinator; 21st Century Teachers
Total					\$7126	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Focus Days	Student focus days occur on non-instructional days for academic time in reading and math to occur as well as time for physical activity for gap students. Lunch is provided for all students and transportation is available for those who need it.	Academic Support Program	08/11/2014	05/28/2015	\$2340	Principal, FRYSC, Teachers, Students
Reducing Barriers to the Gap Meetings	Meetings are held with parents and the community to share information about the school. Specific data about the gap (students with disabilities being the sources of our school focus status) and the overall standing of the school is shared. Feedback from parents and community stakeholders regarding reducing barriers are received and discussed as avenues for improvements.	Parent Involvement	08/11/2014	05/28/2015	\$1300	Principal, FRYSC, Teachers, Counselors, Instructional Coach
College/Career Readiness Parent Night	Russell County Middle School will host a College/Career Readiness Parent Assembly in conjunction with "Operation Preparation." Parents will receive motivational school items for attending the informational meeting.	Parent Involvement	03/31/2015	03/31/2015	\$1200	Principal; College and Career Readiness Counselor; FRYSC; Counselors; Instructional Coach; Teachers
EXPLORE Parent Night	On September 8rd, 2014, RCMS, along with the District College and Career Readiness Counselor, informed parents about the EXPLORE test.	Parent Involvement	09/08/2014	09/08/2014	\$1000	Principal, Guidance Counselors, District College and Career Readiness Counselor
Total					\$5840	

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Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Software	Intervention software (ex.IXL) that is engaging and high interest will be purchased for students who are struggling to meet proficiency.	Technology	12/01/2014	05/28/2015	\$2618	Principal, Teachers, Students
Data Retreat	A team of teachers representing all content areas and grade levels, principal, instructional coach and district personnel attended a Data Retreat sponsored by the Race to the Top grant to analyze multiple data sources and identify strengths and needs for the school.	Professional Learning	09/29/2014	10/01/2014	\$1000	Principal, Data Team, Instructional Coach
Differentiated Professional Development	Differentiated PD will be provided to meet the individual needs of teachers as requested/available and recommended based on professional growth (i.e. Edviation, GRREC, Webinars, Communities of Practice & other available trainings) and as linked to the professional development action plan to support grade level appropriate instruction.	Professional Learning	08/07/2013	05/15/2015	\$500	District PD Coordinator, Principals, Teachers
Intervention Software	Intervention software (ex. IXL) that is engaging and high interest will be purchased for students who are struggling to meet proficiency.	Technology	12/01/2014	05/28/2015	\$2618	Principal, Teachers, Students
Highly Effective Teacher Training	Highly Effective Teacher Training: Teachers will participate in Lync/on-line/face-to-face district/school TPGES trainings in an effort to achieve highly effective PGES standards.	Professional Learning	05/01/2013	06/30/2015	\$500	Teachers, Principal, District PGES Coordinator, Instructional Coach
Principal PGES Trainings	Principals' PGES trainings: Russell County Middle School principal will attend state or GRREC Effective Principals' PGES trainings to gain understanding of all components of the PGES in an effort to become highly effective.	Professional Learning	05/01/2013	06/30/2015	\$500	Principal, Instructional Coach
Highly Effective Other Professional Training	Highly Effective Other Professionals Training: Other Professionals and administration will participate in Lync/online/face-to-face district/school OPGES trainings in an effort to achieve highly effective PGES standards.	Professional Learning	08/11/2014	05/28/2015	\$500	Counselors, Library Media Specialist, Instructional Coach, Principals, District Administration
PGES Teacher Cadre	Teachers will attend a GRREC sponsored PGES Teacher Cadre to learn more about the structure of and expectations for the framework and the effectiveness system including self-reflection, professional growth goals and student growth goals.	Professional Learning	08/11/2014	05/28/2015	\$1000	Principal, Teachers

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CIITS Training	Teachers will utilize CIITS' formal on-line webinars and/or attend school/district face-to-face training during the school day, after school, in PLCs or professional development provided by CIITS school/district manager/curriculum leads/principal to learn how to incorporate CIITS resources into their planning and professional growth in an effort to achieve highly effective PGES standards.	Professional Learning	08/11/2014	06/30/2015	\$500	Principal, CIITS District Manager, CIITS School Manager, District PD Coordinator, Curriculum Leads, Teachers
Total					\$9736	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic Success	Students are grouped based on scale score of the Discovery Education benchmarks to receive specific interventions on standards a deficit has been identified in.	Academic Support Program	10/13/2014	05/01/2015	\$2653	Principal, Teachers, Instructional Coach
Academic Success	Students are grouped based on scale score of the Discovery Education benchmarks to receive specific interventions on standards a deficit has been identified in.	Academic Support Program	10/06/2014	05/01/2015	\$2653	Principal, Teachers, Instructional Coach
Total					\$5306	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Highly Effective Teacher Practices	Highly Effective Teacher Practices: As teachers gain new knowledge of TPGES, they will implement highly effective PGES practices and keep documentation and evidence as required.	Professional Learning	05/01/2013	06/30/2015	\$0	All teachers, principal
Common Assessments	Common assessments will be developed congruent to standards and administered in all English classes to identify gaps in student learning and adjust instruction.	Academic Support Program	03/18/2013	05/22/2015	\$0	Principal; Teachers; Instructional Coach

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Suicide Prevention Assembly	RCMS students attend an assembly presented by the school psychologist for Russell County Schools that focused on suicide prevention.	Behavioral Support Program	09/23/2014	09/23/2014	\$0	Principal; Teachers; School Psychologist for Russell County Schools; Counselors; Director of Professional Development
Differentiated Instruction	Instruction of students with disabilities will correlate with their identified goals and specialized designed instruction stated within their IEP.	Direct Instruction	08/08/2012	05/28/2015	\$0	Principal; General Education Teachers; Special Education Teachers
Problem-Solving and Decision Making	Through SBDM-approved school leadership committees including all stakeholders (i.e. teachers, staff, and parents), issues, concerns, and suggestions are voiced to influence the decision-making process of SBDM and school leadership with immediate feedback. (within 5 days with the exception of regularly scheduled/special called SBDM Council meetings.)	Other	08/07/2013	05/15/2015	\$0	Principals, Teacher, Staff, SBDM Council
Preventative Interventions	Provide schoolwide preventative interventions to include topics on bullying, conflict management, or other social, emotional, physical, or mental issues as deemed necessary by administration. This happens during grade level and whole school assemblies and is embedded within Project Lead and the PBIS school-wide expectations.	Behavioral Support Program	08/07/2013	05/15/2015	\$0	Principals; Counselors
RCMS Student Council	Grade level representatives were elected by the student body to be their voice on the student council. Student Council collaborates with the administration, teachers, and SBDM to communicate concerns or issues from the student body. The administration utilizes the student council in grade level assemblies to communicate topics of importance to the student body. Additionally, the student council presents at the school board and community meetings as well.	Academic Support Program	09/15/2014	05/28/2015	\$0	Principal, Teachers, Student Council, Students, SBDM
Leader in Me Professional Development	Professional development occurred for certified and classified staff over four days that focused on Project Lead (the 7 Habits) and developing an action plan for implementing them (Project Lead) into the school. Follow up training is provided as well.	Professional Learning	07/14/2014	07/17/2015	\$0	Principal, Certified and Classified Personnel
IEP Goal Progress Monitoring	Identified students with disabilities are progress monitored in a resource setting using informational research based texts.	Academic Support Program	08/11/2014	05/28/2015	\$0	Principal; Special Education Teachers

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Program Review Instruction	Specific grade level instruction aligned with the program reviews will be implemented to improve the quality of programs.	Academic Support Program	01/05/2015	05/22/2015	\$0	Principal, Teachers
Student Wellness Goal	All students receive health and physical education in their academic schedule and are offered a free nutritional breakfast and lunch daily through a district wide free lunch program. Students calculate their BMI, understand the factors that contribute to it and analyze how it affects their role of being productive members of society.	Behavioral Support Program	08/11/2014	05/22/2015	\$0	Principal, Health and PE Teachers, SBDM
EXPLORE Prep	7th grade students will take the EXPLORE Diagnostic in January 2015 to identify deficit skill areas. These deficit skills will be addressed using the research-based Cambridge curriculum during Career Leadership time.	Career Preparation/Orientation	01/05/2015	05/22/2015	\$0	Principal, Teachers, Students
Follow-Up/Feedback	Teachers will be provided time and support to implement knowledge gained from professional development and be given the opportunity to provide feedback on PD relevance and effectiveness.	Professional Learning	08/07/2013	05/15/2015	\$0	District PD Coordinator, Principals, Teachers
RCMS Student Showcase	Russell County Middle School will host an event that showcases learning across content areas with student performances to share with parents and the community.	Parent Involvement	04/21/2015	04/21/2015	\$0	Principal; Teachers; Youth Services Center
Teacher Recognition	Teachers will receive appropriate acknowledgement for accomplishments.	Other	08/07/2013	05/15/2015	\$0	Principals, Teachers, Staff
IEP Goal Progress Monitoring	Identified students with disabilities are progress monitored in a resource setting by using research based probes.	Academic Support Program	08/11/2014	05/28/2015	\$0	Principal; Special Education Teachers
Operation Preparation	A week of activities to focus on the importance of advising and providing an opportunity for schools, students, parents, and communities to collaborate in the College and Career Planning process and to provide the students with information and inspiration to become College and Career ready.	Career Preparation/Orientation	03/14/2012	05/15/2015	\$0	Principal; Guidance Counselor; Teachers; Youth Services Center; College and Career Readiness Counselor
Intentional Faculty Collaboration	There is intentional faculty collaboration within the school and with other stakeholders to embed arts and humanities, practical living/career studies and writing within their own content area instruction to enhance not only program reviews, but also their own subject area. Specific examples and modeling of rationales and documentation of evidence have been shared with the faculty.	Professional Learning	08/07/2014	05/28/2015	\$0	Teachers, Principal, Counselor, Instructional Coach

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Student Engagement with Reading	Sixth grade students will actively participate in student-led discussions from teacher modeled questioning techniques using high-interest reading material. Language mechanics will be focused on as well within the context of the reading to establish a strong foundation for close reading skills and comprehension.	Direct Instruction	01/05/2015	05/22/2015	\$0	Principal, Sixth Grade Teachers, Instructional Coach
Youth Services Center Student Services	The Youth Services Center provides a diverse range of services to the students of Russell County Middle School to help eliminate barriers to academic success.	Academic Support Program	08/08/2012	05/15/2015	\$0	Principal; Teachers; Youth Services Center
School Campus Maintenance	The principal has established a school environment survey to administer to faculty quarterly to assess/monitor the cleanliness of the school (inside and outside). Administration will meet with all custodial staff to review survey findings and expectations.	Other	08/11/2014	05/28/2015	\$0	Principal, Teachers, Custodians
Math Computer Labs	Math students will be provided access to computer labs to implement math curriculum and other supplemental programs like IXL as applicable.	Technology	08/08/2012	05/15/2015	\$0	Principal; Teachers; Chief Information Officer
Collaborative/Co-Taught English Instruction Block	Collaborative/Co-Taught English instructional blocks will include a special education teacher co-teaching with the general education teacher where accommodations are provided according to the IEPs to assist students to reach success..	Direct Instruction	08/11/2014	05/22/2015	\$0	Principal; Teachers
TPGES Support Trainings	Teachers participated in a GRREC sponsored training on the self-reflection process, using those results to create a Professional Growth Goal and learning how to document these pieces within CIITS. Training and support for analyzing student data, creating student growth goals, developing rubrics for them, and documenting them into CIITS has also been provided as well as training about the student voice survey.	Professional Learning	05/30/2014	05/28/2015	\$0	Principal, Teachers, Instructional Coach, Counselor
Highly Effective Principal Practices	Highly Effective Principal Practices: Russell County Middle School principal will implement performance standards of PGES to become highly effective. He will document and keep evidence as required by PGES.	Professional Learning	05/01/2013	06/30/2015	\$0	Principal
Accelerated English Instruction Block	Accelerated English classes at the middle school are available for students performing above benchmark/proficiency, some of which offer high school credit.	Direct Instruction	08/11/2014	05/22/2015	\$0	Principal; Teachers; Guidance Counselor; Instructional Coach
PLC Time	Professional Learning Communities occur to continuously monitor student data and adjust instruction/strategies to best meet the needs of all students at their individual level of learning.	Professional Learning	08/11/2014	05/22/2015	\$0	Principal; Teachers; Instructional Coach

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Common Assessments	Common assessments will be developed congruent to standards and administered in all math classes to identify gaps in student learning and adjust instruction.	Academic Support Program	03/18/2013	05/15/2015	\$0	Principal; Instructional Coach; Teachers
OPGES Support Trainings	Training on the self-reflection process, using those results to create a Professional Growth Goal, creating student growth goals and how to document these items into CIITS will be provided. Support will be offered through other avenues such as webinars/Lync/face-to-face sessions as well.	Professional Learning	05/30/2014	05/30/2015	\$0	Principal, Counselors, Library Media Specialist, Instructional Coach
Forums for Concerns	Teachers will be provided an opportunity to express issues, concerns, and suggestions with school leadership individually, small groups (i.e. grade level, content level, committee), faculty meetings, SBDM, and/or anonymously through Survey Monkey or suggestion boxes, etc.	Other	08/07/2013	05/15/2015	\$0	Principals, Faculty, Staff
Silent Sustained Reading	The entire school began silent sustained reading for fifteen minutes everyday as a school-wide initiative to improve writing skills, build vocabulary and increase comprehension.	Academic Support Program	09/02/2014	05/22/2015	\$0	Principal; Teachers
Forums for Feedback	Teachers will receive timely feedback (within 5 days) from school leadership in regards to voiced concerns, issues, and suggestions.	Other	08/07/2013	05/15/2015	\$0	Principals, Teachers, Staff
Family Medical Center Services	All students at RCMS are provided the opportunity for a free dental screening that includes a dental assessment, cleaning, fluoride, and a follow-up letter indicating dental concerns, an opportunity for a flu shot and other medical services including physicals and sick-child visits on the school campus with parent permission.	Other	08/11/2014	05/28/2015	\$0	Principal; FRYSC; Cumberland Family Medical Staff
Differentiated Instruction	Instruction of students with disabilities will correlate with their identified goals and specialized designed instruction stated within their IEP.	Direct Instruction	08/08/2012	05/28/2015	\$0	Principal; General Education Teachers; Special Education Teachers
Cambridge Non-Negotiable Skills Curriculum	Seventh and Eighth grade students at RCMS will be exposed to the research-based Cambridge curriculum in order to work on interventions and enrichments as identified by Explore Diagnostic Assessment.	Academic Support Program	08/08/2012	05/15/2015	\$0	Principal; Teachers
PLC Time	Professional Learning Communities occur to continuously monitor student data and adjust instruction/strategies to best meet the needs of all students at their individual level of learning.	Professional Learning	08/11/2014	05/22/2015	\$0	Principal; Teachers; Instructional Coach

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Positive Behavior Intervention Supports	PBIS is a proactive approach to improve student behavior to serve as a means to improve climate and culture. It includes schoolwide expectations, common area rules, and lesson plans to be taught with consistency so the result will be fewer office discipline referrals and suspensions allowing more time for teachers to have students in class and engage them in instruction. PBIS has been implemented and communicated to all stakeholders. "Scholar Dollars" is an incentive used within this program to recognize students and teachers who are meeting expectations. Recipients of "Scholar Dollars" receive various tokens of recognition during weekly drawings.	Behavioral Support Program	08/11/2014	05/28/2015	\$0	Principal, Certified and Classified Staff, Students, Parents, Community Stakeholders
English Computer Lab	English students will be provided access to a computer lab to supplement and enrich Springboard curriculum/instruction.	Technology	08/08/2012	05/22/2015	\$0	Principal; Teachers; Chief Information Officer
Project Based Learning	All 8th graders will be given the opportunity to collaborate with peers to complete project based learning activities. Students will choose their activity, develop their own scoring rubric, and work collaboratively to complete the project at a proficient level.	Career Preparation/Orientation	01/05/2015	05/22/2015	\$0	Principal, teachers, students
Collaborative/Co-Taught Math Classes	Collaborative/Co-Taught math instructional blocks will include a special education teacher co-teaching with the general education teacher where accommodations are provided according to the IEPs to assist students to reach success.	Direct Instruction	08/11/2014	05/22/2015	\$0	Principal; Teachers
ILP	Every student at RCMS will complete the grade level required components of the ILP.	Career Preparation/Orientation	08/08/2012	05/15/2015	\$0	Principal; Teachers; Counselors
Accelerated Math Instruction Block	Accelerated math classes at the middle school are available for students performing above benchmark/proficiency, some of which offer high school credit.	Direct Instruction	08/11/2014	05/22/2015	\$0	Principal; Teachers; Guidance Counselor; Instructional Coach
Total					\$0	

Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Reducing Barriers with Migrant & EL Staff	Migrant and EL staff will act as a liaison between the school and home by interpreting/translating information/meetings to promote family involvement in school activities and collaborate with the classroom teacher and parents to analyze assessment data, set goals, provide resources and support needed to implement the Program Services Plan. Furthermore, PD information will be provided to principals and teachers.	Academic Support Program	07/01/2014	06/30/2015	\$100	EL/Migrant Instructor, District EL/Migrant Contact
Total					\$100	

IDEA

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Collaborating ELA teachers attended a GRREC sponsored two day professional development that focused on different strategies to implement to close the writing gap between students with disabilities and students without disabilities. Follow-up sessions will be provided to teachers for observation, planning and feedback.	Professional Learning	08/11/2014	10/03/2014	\$1150	Teachers, Principal, Director of Special Education
Total					\$1150	

KETS

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ASUS Tablets	38 ASUS tablets were purchased for students to use in small group or individual intervention sessions.	Technology	11/03/2014	05/28/2015	\$13262	Principal, Chief Information Officer, Teachers, Students
ASUS Tablets	38 ASUS tablets were purchased for small group or individual intervention sessions.	Technology	11/03/2014	05/28/2015	\$13262	Principal, Chief Information Officer, Teachers, Students
Total					\$26524	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Professional Development	Grades 6-8 English Language Arts Teachers along with collaborating special education teachers and instructional coach participated in a two-day Advanced SpringBoard sponsored professional development that focused on implementing the common core standards based curriculum and differentiating instruction to meet the rigorous expectations for reading and writing.	Professional Learning	07/28/2014	07/29/2014	\$5250	Teachers, Instructional Coach, District PD Coordinator, Principal
Differentiated Professional Development	Differentiated PD will be provided to meet the individual needs of teachers as requested/available and recommended based on professional growth (i.e. Edviation, GRREC, Webinars, Communities of Practice & other available trainings) and as linked to the professional development action plan to support grade level appropriate instruction.	Professional Learning	08/07/2013	05/15/2015	\$4000	District PD Coordinator, Principals, Teachers
EXPLORE Diagnostic Assessment	RCMS will administer the EXPLORE Diagnostic Assessment to students to identify deficit skills in benchmark areas to guide instruction for student growth and to use as a guide for personalized learning in the acceleration of students performing above benchmark.	Academic Support Program	01/05/2015	03/27/2015	\$7500	Principal; Guidance Counselor; Teachers; Instructional Coach
RTI	Math interventions are scheduled with a Title I teacher or certified substitute teacher for students scoring in the bottom 10% of the Discovery Education fall benchmark in math and novice on the previous year's K-Prep in math.	Academic Support Program	11/03/2014	05/22/2015	\$53574	Principal; Teachers
Academic Success	Students are grouped based on scale score of the Discovery Education benchmarks to receive specific interventions on standards a deficit has been identified in.	Academic Support Program	10/13/2014	05/01/2015	\$2653	Principal, Teachers, Instructional Coach
College/Career Readiness Parent Night	Russell County Middle School will host a College/Career Readiness Parent Assembly in conjunction with "Operation Preparation." Parents will receive motivational school items for attending the informational meeting.	Parent Involvement	03/31/2015	03/31/2015	\$2080	Principal; College and Career Readiness Counselor; FRYSC; Counselors; Instructional Coach; Teachers
On-Demand Writing Workshop	Regular and special education teachers will attend a two-day on-demand writing workshop to learn step-by-step approaches for teaching students to be more independent writers. They will also learn how to move students to the next level with idea development (specifically looking at the reading-writing connections as one strategy) and lessons specific to the scoring rubric.	Professional Learning	02/10/2015	02/11/2015	\$5000	Regular Education and Special Education Teachers, District PD Coordinator

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CIITS Implementation	Teachers will refine/implement curriculum maps, unit/lesson plans, assessments, strategies learned from professional growth opportunities, create and analyze data from the School/District Data module to improve and guide instruction.	Academic Support Program	08/11/2014	05/28/2015	\$2250	Teachers, Principal, District CIITS Manager, Instructional Coach
Academic Success	Students are grouped based on scale score of the Discovery Education benchmarks to receive specific interventions on standards a deficit has been identified in.	Academic Support Program	10/06/2014	05/01/2015	\$2653	Principal, Teachers, Instructional Coach
Supplemental/Intervention Materials	Research based classroom Reading and Reading Intervention resources will be provided. (i.e. - Springboard Consumable Student Edition and other ancillary items, Scholastic Scope and Action magazines)	Academic Support Program	08/08/2012	05/22/2015	\$6000	Principal; SBDM; Teachers
STAR/AR Program	RCMS students will use the STAR/AR program within the Library Media Center to monitor reading levels and set personal goals based on STAR level/lexile equivalency to increase proficiency. Students will use the AR program as a research based means to assist in meeting this goal. Additionally, students with the lowest lexile levels will receive their own books to take home and read with parents to further promote literacy.	Academic Support Program	08/15/2012	05/22/2015	\$1700	Principal; Teachers; Library Media Specialist; SBDM
Technology Intervention	Six mini I-pads will be utilized for small group or individual direct instruction to provide interventions.	Technology	11/24/2014	05/28/2015	\$1800	District Title I Coordinator, Title I Teacher, Principal
RTI	Reading interventions are scheduled with a Title I teacher or certified substitute teacher for students scoring in the bottom 10% of the Discovery Education fall benchmark in reading and novice on the previous year's K-Prep in reading or language mechanics.	Academic Support Program	11/03/2014	05/22/2015	\$53574	Principal; Instructional Coach; Title I Teacher; Certified Substitute Teachers
Total					\$148034	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Before/After-School Tutoring	Before/After-school tutoring opportunities are provided for students struggling in math.	Tutoring	09/02/2014	04/16/2015	\$7200	Principal; ESS District Coordinator; ESS School Coordinator; ESS Teachers; SBDM

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Supplemental/Intervention Materials	Research based classroom Reading and Reading Intervention resources will be provided. (i.e. - Springboard Consumable Student Edition and other ancillary items, Scholastic Scope and Action magazines)	Academic Support Program	08/08/2012	05/22/2015	\$14500	Principal; SBDM; Teachers
RTI	Math interventions are scheduled with a Title I teacher or certified substitute teacher for students scoring in the bottom 10% of the Discovery Education fall benchmark in math and novice on the previous year's K-Prep in math.	Academic Support Program	11/03/2014	05/22/2015	\$9000	Principal; Teachers
Before/After-School Tutoring	Before/After-school tutoring opportunities are provided for students struggling in reading, writing, and language mechanics.	Tutoring	09/02/2014	04/16/2015	\$7200	Principal; ESS District Coordinator; ESS School Coordinator; ESS Teachers; SBDM
Supplemental Materials	Research based math supplemental resources will be provided. (i.e. - IXL, Explore Test Prep, Moby Max, etc.) in addition to the math curriculum as well as other manipulatives and tools to support a student-centered classroom.	Direct Instruction	08/08/2012	05/22/2015	\$1000	Principal; Teachers; SBDM
STAR/AR Program	RCMS students will use the STAR/AR program within the Library Media Center to monitor reading levels and set personal goals based on STAR level/lexile equivalency to increase proficiency. Students will use the AR program as a research based means to assist in meeting this goal. Additionally, students with the lowest lexile levels will receive their own books to take home and read with parents to further promote literacy.	Academic Support Program	08/15/2012	05/22/2015	\$6165	Principal; Teachers; Library Media Specialist; SBDM
RTI	Reading interventions are scheduled with a Title I teacher or certified substitute teacher for students scoring in the bottom 10% of the Discovery Education fall benchmark in reading and novice on the previous year's K-Prep in reading or language mechanics.	Academic Support Program	11/03/2014	05/22/2015	\$9000	Principal; Instructional Coach; Title I Teacher; Certified Substitute Teachers
Evaluating and Guiding Teachers to be Highly Effective	Evaluating and Guiding Teachers to be Highly Effective: The school principal will evaluate and provide guidance and support for teachers to become highly effective educators.	Professional Learning	05/01/2013	06/30/2015	\$750	Principal
Total					\$54815	

GRECC Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Cultural Proficiency Institute	A school team will attend a cultural Proficiency Institute to learn a framework for responding to and planning for issues that intersect with poverty, English language learners, professional learning communities and personalized learning to share with the faculty.	Professional Learning	01/13/2015	01/14/2015	\$2000	Principal, Counselors, Instructional Coach, FRYSC, Teachers
Total					\$2000	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Focus District Team Meeting with GRREC	Principal, Instructional Coach, Special Education Department Heads, Focus Content Area Department Heads and Central Office Administrators will meet to develop a plan of action for the school's focus group. The team will strategize how to improve teaching and learning in order to meet the needs of students with disabilities.	Professional Learning	01/06/2015	01/06/2015	\$225	Principal, Instructional Coach, Special Education Department Head and Teachers, Focus Content Area Department Heads and Teachers, Central Office Administrators
Highly Effective Teacher Training	Highly Effective Teacher Training: Teachers will participate in Lync/on-line/face-to-face district/school TPGES trainings in an effort to achieve highly effective PGES standards.	Professional Learning	05/01/2013	06/30/2015	\$500	Teachers, Principal, District PGES Coordinator, Instructional Coach
Highly Effective Other Professional Training	Highly Effective Other Professionals Training: Other Professionals and administration will participate in Lync/online/face-to-face district/school OPGES trainings in an effort to achieve highly effective PGES standards.	Professional Learning	08/11/2014	05/28/2015	\$500	Counselors, Library Media Specialist, Instructional Coach, Principals, District Administration

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CIITS Training	Teachers will utilize CIITS' formal on-line webinars and/or attend school/district face-to-face training during the school day, after school, in PLCs or professional development provided by CIITS school/district manager/curriculum leads/principal to learn how to incorporate CIITS resources into their planning and professional growth in an effort to achieve highly effective PGES standards.	Professional Learning	08/11/2014	06/30/2015	\$750	Principal, CIITS District Manager, CIITS School Manager, District PD Coordinator, Curriculum Leads, Teachers
Focus District Team Meeting with GRREC	Principal, Instructional Coach, Special Education Department Heads, Focus Content Area Department Heads and Central Office Administrators will meet to develop a plan of action for the school's focus group. The team will strategize how to improve teaching and learning in order to meet the needs of students with disabilities.	Professional Learning	01/06/2015	01/06/2015	\$225	Principal, Instructional Coach, Special Education Department Head and Teachers, Focus Content Area Department Head and Teachers, Central Office Administrators
Principal PGES Trainings	Principals' PGES trainings: Russell County Middle School principal will attend state or GRREC Effective Principals' PGES trainings to gain understanding of all components of the PGES in an effort to become highly effective.	Professional Learning	05/01/2013	06/30/2015	\$500	Principal, Instructional Coach
Total					\$2700	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Plus	Sixth grade math teachers are attending a two year Math Plus GRREC sponsored training that focuses on content, with an emphasis on problem solving tasks, specifically fraction sense and operations.	Professional Learning	06/03/2013	06/30/2015	\$0	Principal, Sixth Grade Math Teachers
Project Lead	As part of the Leader in Me initiative, all students have Project Lead time built within the schedule to mentor students in setting personal goals, character education, and how to interact socially in the real world.	Career Preparation/Orientation	08/11/2014	05/28/2015	\$0	Principal, Teachers, Students
Total					\$0	

KDE Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?
What does the data/information not tell you?**

Russell County Middle School uses data to drive our instruction and to make the decisions to meet the needs of all students. Questions we ask as we analyze our data are as follows:

- *Are our students showing growth?/Where do we have gaps?
 - *What content areas are strengths/weaknesses?
 - *Which programs/strategies in place are effective?
 - *Where is RCMS in relation to the state?
 - *How do we involve stakeholders?
-

Russell County Middle School was fortunate to participate in the Green River Regional Educational Cooperative Data Retreat on September 29-October 1, 2014. At this retreat, administrators, teacher leaders, and district representatives primarily focused on 2014 Fall Discovery Education Benchmarking Data to analyze where our current student population was in regards to specific reading and math standards and to strategize ways to grow all of our students. Utilizing a five step process learned from this retreat, the teachers and administrators then returned to their schools and held a professional development day on October 3, 2014, and led this process using the newly released K- PREP, EXPLORE, and Program Review data from the School Report Card. Upon the conclusion of this day, Academic Success, a plan for a school-wide intervention period during the school day for all students was developed. Students are grouped based on scale scores from the Fall Discovery Education Reading and Math benchmarks to receive specific interventions on standards a deficit has been identified in. The principal and teachers will monitor the processes and interventions set in place with probes and data reflecting student growth. PLCs will be held to discuss how improvement efforts should be adjusted to maximize student achievement. Student data is the driving factor in making all decisions.

Digging deeper into the data, at first glance, it was discouraging to see that our overall K-Prep scores fell from 65.2 to 62.5. RCMS realizes that one of the reasons that occurred was because we scored 50% in the averaged combined reading and math proficiency, which was 2% below our goal of 52%. Also, we missed our goal of increasing the average combined reading and math proficiency ratings for all students in the non-duplicated gap group by 4.1%. In reading, disabled students scored 93.7% below proficiency with 58.7% scoring novice. In math, disabled students scored 98.4% below proficiency with 46% scoring novice. Seeing these percentages validate why RCMS is a focus school due to the disabled students in reading, math and language mechanics and how we must focus on this student population. However, analyzing all the data available made bright spots began to emerge within our feelings of discouragement. When analyzing the Total Points Category of Percent of students that met EXPLORE benchmarks, the data indicated to us that our school scored 52.7%, which is 4.9% higher than that of the state's data. Despite not reaching our goal of raising our overall average composite score to 16.1, realizing that our students still performed at a level that surpassed the average composite score of the state allowed us to know that the strategies we had in place had been effective. However, we still need to have a more intentional focus on providing the needed interventions for our students with an effective progress monitoring system in place to continue to move forward. This is what prompted the plan to administer the practice EXPLORE test to seventh grade students in January instead of March.

As our analysis continued, again, even though we were discouraged by the decrease in our overall K-Prep scores, we were able to acknowledge that student achievement occurred in math, science, social studies, and writing. Our decrease in reading and language mechanics scores indicates that a concerted school-wide effort with literacy must be a focus. Therefore, fifteen minutes of school-wide silent SY 2014-2015

sustained reading is implemented into each school day. This strategy has proven to improve writing skills, build vocabulary, and increase comprehension. Beginning with the second semester, students will set individual reading goals based on their lexile levels and Star reading levels to increase proficiency with a progress monitoring system in place. Students meeting their goals will be recognized for their efforts. Furthermore, sixth grade students will actively participate in student led discussions from teacher modeled questioning techniques using high-interest reading material. Language mechanics will be focused on as well within the context of the reading to establish a strong foundation for close reading skills and comprehension. Additionally, co-teaching/collaborative classrooms occur to close the achievement gaps. We realize that a more strategic focus is needed to reduce novice in all content areas.

In order to reach the goal of reducing novice scores, Discovery Education is being utilized in all core content areas. This continuous benchmarking and intervention resource will provide immediate feedback to teachers and students to facilitate re-teaching/scaffolded instruction and build skills that will lead to student mastery of standards.

After analyzing the TELL Survey results from 2012-2013, it was evident that our faculty had major concerns with the issue of managing negative student behavior/conduct and a decrease in overall teacher morale. The results of the 2014 spring student voice survey further indicated that 67% of teachers had over 50% of students that felt they did not have classmates that behaved the way teachers wanted them to. Therefore, we agreed that there was a definitive need for a pro-active and balanced behavior intervention system. This system would include student expectations that would be clearly communicated to parents, students, teachers, faculty, and staff to be knowledgeable of and consistently enforced. After receiving faculty feedback and researching PBIS, RCMS felt this would be the best approach to meeting the needs indicated through TELL survey results. A PBIS Team was formed with representation from all grade level and content areas, along with administration, had an initial two-day training, visited other schools with PBIS in place, and met throughout the summer in order to develop our own school-wide plan that was then communicated to all stakeholders, including certified and classified staff, students, parents, and the community. A "Scholar Dollar" recognition system has been established, for students, as well as teachers, through PBIS. Additionally, the new leadership of RCMS naturally recognizes faculty for their efforts which has led to achieving an improved school culture.

According to Assist Surveys that were administered to parents and students, Russell County Middle School's average rating on a scale of 0-5, fell between 3 and 4. It was interesting to note that on the parent survey, the lowest score received was about not being informed regularly about how their child is graded. However, 85% of students surveyed felt teachers provided them with information about their learning and grades. RCMS keeps families informed of their child's learning and grades with progress reports being sent home every three weeks, a report card at the end of each grading period and the results of the three universal screeners given in the fall, winter and spring along with results of state assessments. However, we realize that those reports may not always get home to parents, therefore, we need to encourage the use of Parent Portal via Infinite Campus throughout the school year and make One-calls to all parents when reports of the child's learning is being sent home. We also need to communicate to parents to contact the school any time they feel like they need information on their child that they do not have.

Another concern from parents on the Assist survey was individualizing instruction in a way to meet their specific child's needs. However, the 2014 spring student voice survey reported that 83% of teachers had over 50% of students that felt their teachers checked to make sure they understood what was being taught and gave feedback for improvement as well as helpful comments to let them know what they did wrong on an assignment. This school year, RCMS has begun more intentional practices of personalizing learning through acceleration and intervention by meeting students at their individual point of need. This has been done with classes being offered for high school credit, project based learning activities, response to intervention for targeted students scoring in the bottom 10% of the Discovery Education Benchmark as well as those scoring novice on the previous year's K-PREP and below benchmark on EXPLORE and all students receiving additional instruction on reading and math standards that they are showing a deficiency in during an Academic Success period.

Lastly, another area for improvement resulting from the Assist Survey seemed to be providing more opportunities for stakeholders to be

involved and share responsibility for student learning which the new leadership at RCMS has begun this year. Many informational meetings for parents and community members on various topics where feedback and suggestions have not only been encouraged, but taken back for improvement have already occurred. Student Focus Days have already been implemented as part of this interactive stakeholder process. Furthermore, parent survey results from the Title I Survey indicated that 85% received the parent-school compact when all parents were given a copy at the beginning of school and at various other parent/school meetings. Also, 50% of parents say they were invited to offer suggestions for revision, but no feedback was ever received. Therefore, there seems to be a barrier in communication that needs to be overcome.

Analyzing data is an intense process that can shed light on many issues. However, data does not always tell us why some students didn't grow or why some content areas are scoring better than others or exactly which programs/strategies are the most effective or why stakeholders have the perceptions they do. Fortunately, using the five step process learned from the data retreat, RCMS is learning how to better utilize data, both academic and non-academic, hypothesize and create strategies in professional learning communities to best meet the needs of our school.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Russell County Middle School has areas of strength to be proud of. According to the most recent K-Prep School Report Card, for the Proficient/Closing the Achievement Gap category, our combined reading and math percentage in proficient and distinguished rose from 49.4 to 50.9%. In the category of accountability, our achievement scores in the proficient and distinguished category increased by 5.3% in math, by 5.1% in science, by .9% in social studies, and by 11% in writing. Also, in regards to Next-Generation Learners, the Total Points Category of Percent of students that met EXPLORE benchmarks scored at 52.7%, which is 4.9% higher than that of the state's data. Additionally, according to EXPLORE Test results, our students scored above the state's averages of students meeting benchmark in English, Reading, and Math. After analyzing the data, we feel that many factors contributed to this success. Our focus in College and Career Readiness classes, the administering of the practice EXPLORE diagnostics and the follow-up of interventions with the research-based Cambridge curriculum along with the multiple activities during "Operation Preparation" have all led to this contribution of student growth. We feel that student achievement is attributed to our focus of aligning curriculum to the congruency of the standards and assessing the student mastery of these. A high average daily attendance rate of 95.4%, and 100% of our faculty being highly qualified to teach within their content areas are other criteria for success. Furthermore, 57% of our teachers have a Rank I, 31% of teachers have a Master's Degree, and the average number of years of teaching experience within our faculty is 13.9.

As a way to help improve the learning environment, Russell County Middle School developed a newly revised Safe School Plan that includes a separate Emergency Procedure Handbook for each teacher to have within their classroom. Lockdown procedures are practiced twice per school year. First responders have made site visits to the school buildings and grounds to have stakeholder input. According to Assist Survey results, the majority of parents felt the school was a safe learning environment.

With the new leadership for the 2014-2015 school year, not only has parent and community involvement been a growing strength with many informational meetings occurring, receiving feedback from the stakeholders and trying to improve the school is a new strength. Faculty and students are provided a forum to voice concerns through faculty or other small group/individual meetings and the students elected representatives from their perspective grade levels to be their voice to administration and the community as well as communicating important information from administrators back to the student body through student presentations in grade level assemblies.

Assist Surveys administered to parents indicated that the school's purpose was focused on student success and there were high expectations for students from administrators and teachers. The spring 2014 student voice survey further validated this with 86% of teachers having over 50% of students report their teachers accept nothing less than full effort and do not allow students to give up when the work gets hard. RCMS has developed a new student-centered mission statement that is supported with PBIS (Positive Behavioral Intervention & Supports) and Project Lead. Not only are behavioral expectations set, academic standards expected to be mastered for each grading period for all core subject areas are shared with both students and parents. Parents further indicated from the survey results that they felt teachers used multiple assessments to measure student understanding and 85% of students concurred on an Assist Survey that they were informed of their learning and grades from teachers.

According to the Title I Survey, parent results showed that over 50% agreed RTI not only helped their child in reading and math, but their child also liked getting more help to increase their understanding of the content. 85% shared they had received clear information regarding academic progress of their child with 82% reporting that meetings had been held at a convenient time of day and overall, 92% were satisfied
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with the Title I Program.

These types of results help RCMS know that student success is the number one priority. High expectations for learning and character education are communicated. These results further confirm that solid intervention strategies are being provided for students and systems of communicating student progress to parents are in place.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

Areas in need of improvement are overcoming barriers to learning for our students with disability, building character development among the students and having them take responsibility for their academic and personal actions, and continually progress monitoring student data to guide instruction. RCMS will continue to involve stakeholders to strategize ways to reduce barriers to the gap. For instance, a student focus day has already occurred on a non-instructional day to provide intervention services for identified students and an opportunity for growing personal relationships with students and families. Through Project Lead, RCMS would like to provide more opportunities for goal setting and leadership in hopes of instilling a greater sense of pride in students for self and school. Furthermore, a new PLC protocol is in the planning phase to follow a "Think, Plan, Do" model to initiate reflection among teachers using a continual student data monitoring process.

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

Russell County Middle School is proud of its many achievements, but also acknowledges that there are many opportunities that will provide us with the ability to foster a whole-child learning environment and better prepare our students for life after high school. With our new mission, RCMS is working towards providing a nurturing, learner-centered atmosphere that bases all decisions on its students' academic and personal achievements through more personalized learning. RCMS is also currently addressing teacher morale and improving school culture for both teachers and students through PBIS and Project Lead. We feel that these areas will continue to improve and instill not only a strong sense of LAKER pride, but also prepare the students of Russell County Middle School to be College and Career Ready.

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Lynae Riggins - Russell County Community Early Childhood
Jeremy Coffey - City of Russell Springs
John Loy - Youth Services Center Director
Derek Aaron -Times Journal
Derek Polston - Jamestown Police
Sherry Coffey - Family Resource Center
Jackie Grider - Russell Co. Board/Safety
Mark Vonfumetti - Lake Cumberland Country Store
John Kilgallin, MD - Russell Family Medical
Lesa McDonald - First National Bank of Russell Springs
Wayne Ackerman - RCMS Principal
Greg Coe - RCMS Counselor
Hannah England - RCMS Teacher
Melissa McFall - Middle School Instructional Coach
Michael Ford - Superintendent
Rita Voils - Instructional Supervisor
Sandra Dick - Director of Special Education
Chris Bell - Chief Information Officer of Russell County Schools
Tonya Adams - Director of Curriculum, Instruction, PD and Federal Programs
Teresea Grider - Russell County Board of Education Secretary
Bethany Baird - Elementary Instructional Coach
Shannon Williams - Russell County High School Principal
Sarah Roy - High School Instructional Coach
Gerald Murray - Russell County Board of Education Member
Shirley Roberson - Lake Cumberland Health Department
Tony Kerr - Russell County Circuit Court Clerk
Julie Beckman - Russell County Board of Education Chair
Marin Brumett - EL and Migrant
Bryson Hicks - RCMS student
Natalie Woodcock - RCMS student
Sarah Loy - RCMS student
Ashton Baird - RCMS student
Johnna Dalton - DPP

A host of other parents and students along with elementary principals were also in attendance.

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 3.71

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	Distinguished

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	Statement or Question	Response	Rating
7.	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Student/family feedback data on school welcoming and engagement efforts is retained in a useable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 3.14

	Statement or Question	Response	Rating
1.	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient examples.)	Distinguished

	Statement or Question	Response	Rating
2.	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholders work together to learn from and use all resources available to meet the student's and parent's learning needs.	Distinguished

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	Optional parent-teacher conferences are offered at school and parents are notified if a teacher wants to conference.	Novice

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholders help plan district and school survey content regarding school performance as it relates to their child.	Distinguished

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 3.14

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data.	Distinguished

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 3.33

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students academic goals and learning needs.	Proficient

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130.)	Proficient

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

	Statement or Question	Response	Rating
5.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys 	<p>District and school leadership involve all stakeholders, use many community resources and opportunities to explain standards and rights as defined under Proficient, and expects that all parents will have adequate information and understanding of these practices. Parents with barriers to learning are individually assisted.</p>	Distinguished

	Statement or Question	Response	Rating
2.	<p>School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.</p>	<p>All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.</p>	Distinguished

	Statement or Question	Response	Rating
3.	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	<p>School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.</p>	Distinguished

	Statement or Question	Response	Rating
4.	<p>School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.</p>	<p>School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.</p>	Proficient

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	Proficient

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	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 3.83

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level.	Distinguished

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	Statement or Question	Response	Rating
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

Reflection

Reflect upon your responses to each of the Missing Piece objectives.

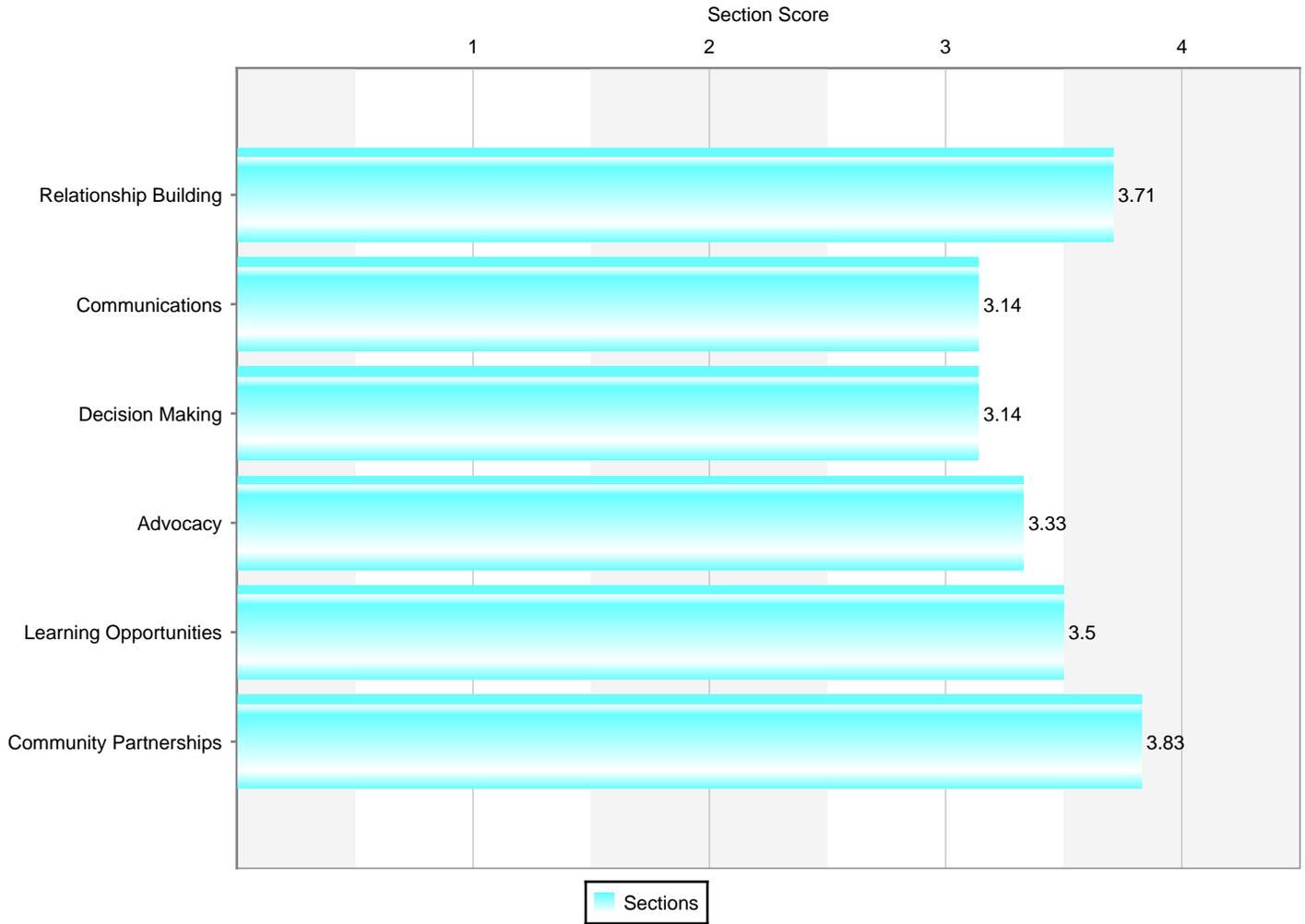
Reflect upon your responses to each of the Missing Piece objectives.

At the beginning of the 2014-2015 school year, with a new administration in place, many positive changes have occurred at RCMS. As identified within The Missing Piece, we can identify our areas of strength to be relationship building and community partnerships. RCMS works diligently to build positive relationships with all students, parents, and community stakeholders and engage in community partnerships. Our goal has been to create a welcoming, learning environment for all students to thrive in, while involving parents and the community. RCMS offers many opportunities for students, parents, and community stakeholders to be involved in our school with PTO meetings, public SBDM meetings, 21st After-school Drama Productions, RCMS Showcase, parent nights on various topics like college and career readiness, reducing barriers for the gap, and personalized learning opportunities, community/public luncheons, and participation within our assembly presentations. We also are working to utilize all community partnerships in order to involve all stakeholders and make our students, parents, and faculty aware of all resources available to them. We welcome feedback from all stakeholders to ensure that RCMS is meeting the needs of our diverse student population.

One area of improvement for RCMS is advocacy. RCMS teachers and administration strive to work for all students who do not have an advocate; however, improvements can be made in that area. We are working towards implementing PBIS, which will help track discipline issues and be able to keep parents and guardians more aware of ongoing issues. RCMS is also working on communicating with parents through more than just One Call, e-mail or Parent Portal. A RCMS Student Newsletter has begun in order to keep parents updated on RCMS events and news. We are also providing more opportunities for parents and the community to attend informational meetings focusing on topics that will allow stakeholders to share in the responsibility for student learning. with feedback, we can better meet the needs of RCMS parents and students.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Monthly Parent Teacher Organization meetings are provided at the middle school in the afternoon to allow opportunities for parent involvement on programs, assemblies, parent nights and other school-wide concerns. The principal communicates this input to the SBDM council which includes two parents and is open to the public.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Russell County Partners in Prevention in conjunction with the Youth Services Center assisted in the planning, organizing and implementation of parent events as well as student assemblies on the topics of suicide prevention and anti-bullying. Furthermore, throughout the year, at quarterly academic celebrations, both parties help promote academic success. Also, the school resource officer presented a program focusing on "School Safety Issues" for students at RCMS.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan will be communicated to all stakeholders by being published on the school website, the district website, being available in the school's front office and in the school's library. At any time, stakeholders may attend a PTO or SBDM meeting to make suggestions for amendments to the school improvement plan.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	October 3, 2014 was a professional development day set aside for the school to analyze test data and create strategies for school improvement.	

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	October 3, 2014 was a professional development day set aside for the school to analyze test data and create strategies for school improvement. The academic success reading and math intervention period for students was a result of this day. Other research-based strategies are used for intervention with the help of an ESS daytime waiver this year.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	N/A Preschool is not a part of the middle school program.	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	The new principal for the 2014-2015 school year has been very active in recruiting highly qualified teachers.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

KDE Comprehensive School Improvement Plan

Russell County Middle School

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	PD is planned according to the needs of the school.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes	Student Focus Days & Reducing Barriers with the Gap stakeholder meetings targeted our students with disabilities gap group.	

KDE Comprehensive School Improvement Plan

Russell County Middle School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

KDE Comprehensive School Improvement Plan

Russell County Middle School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes	District website: http://www.russell.k12.ky.us/content_page2.aspx?cid=76 It will be made available on school website when complete.	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes	This has only happened when a teacher has been out on maternity leave or for an extended illness.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

KDE Comprehensive School Improvement Plan

Russell County Middle School

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	Our school meets ratio with general fund. Two title teachers are used for class size reduction and one is used for reading and math intervention.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes	Our school ratio is met with general fund. Title II funds are used for a district instructional coach to build effectiveness for teachers.	

Compliance and Accountability - Middle Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.

Goal 1:
 Russell County Middle School will improve the working and learning environment as measured by the TELL Survey from 59.3% to 80% by 2015.

Measurable Objective 1:
 collaborate to ensure that teacher input and leadership is relevant, consistently supported, and recognized in a comfortable, respectful environment with effective feedback by 05/15/2015 as measured by 2014/2015 VAL-ED, 2015 TELL SURVEY, and other teacher surveys (i.e. Survey Monkey, Effective Schools) .

Strategy1:
 Leadership Support - Administration will be open and available to teacher input and offer effective feedback in a timely fashion.
 Category:
 Research Cited:

Activity - Problem-Solving and Decision Making	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through SBDM-approved school leadership committees including all stakeholders (i.e. teachers, staff, and parents), issues, concerns, and suggestions are voiced to influence the decision-making process of SBDM and school leadership with immediate feedback. (within 5 days with the exception of regularly scheduled/special called SBDM Council meetings.)	Other			08/07/2013	05/15/2015	\$0 - No Funding Required	Principals, Teacher, Staff, SBDM Council

Activity - Teacher Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive appropriate acknowledgement for accomplishments.	Other			08/07/2013	05/15/2015	\$0 - No Funding Required	Principals, Teachers, Staff

KDE Comprehensive School Improvement Plan

Russell County Middle School

Activity - Forums for Concerns	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided an opportunity to express issues, concerns, and suggestions with school leadership individually, small groups (i.e. grade level, content level, committee), faculty meetings, SBDM, and/or anonymously through Survey Monkey or suggestion boxes, etc.	Other			08/07/2013	05/15/2015	\$0 - No Funding Required	Principals, Faculty, Staff

Activity - Forums for Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive timely feedback (within 5 days) from school leadership in regards to voiced concerns, issues, and suggestions.	Other			08/07/2013	05/15/2015	\$0 - No Funding Required	Principals, Teachers, Staff

Measurable Objective 2:

collaborate to improve meaningful teacher perspective toward professional development by 05/15/2015 as measured by increasing the results of 2015 TELL Survey by 18% .

Strategy1:

Professional Development Relevance - Teachers' concerns from the May 2013 TELL Survey will be taken into consideration for improvement to professional development.

Category:

Research Cited:

Activity - Differentiated Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiated PD will be provided to meet the individual needs of teachers as requested/available and recommended based on professional growth (i.e. Edviation, GRREC, Webinars, Communities of Practice & other available trainings) and as linked to the professional development action plan to support grade level appropriate instruction.	Professional Learning			08/07/2013	05/15/2015	\$4000 - Title I Part A \$500 - Race to the Top \$4226 - Other	District PD Coordinator, Principals, Teachers

Activity - Follow-Up/Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided time and support to implement knowledge gained from professional development and be given the opportunity to provide feedback on PD relevance and effectiveness.	Professional Learning			08/07/2013	05/15/2015	\$0 - No Funding Required	District PD Coordinator, Principals, Teachers

KDE Comprehensive School Improvement Plan

Russell County Middle School

Measurable Objective 3:

collaborate to provide discipline options for the school by 05/15/2015 as measured by the reduction of discipline referrals made to administration as reported through Infinite Campus.

Strategy1:

Maintenance of School Campus - Steps will be established, implemented, and monitored to ensure the cleanliness and maintenance of the school campus to ensure a safe and secure environment.

Category:

Research Cited:

Activity - School Campus Maintenance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal has established a school environment survey to administer to faculty quarterly to assess/monitor the cleanliness of the school (inside and outside). Administration will meet with all custodial staff to review survey findings and expectations.	Other			08/11/2014	05/28/2015	\$0 - No Funding Required	Principal, Teachers, Custodians

Strategy2:

Managing Student Conduct - Managing student conduct will allow students and faculty to feel like they learn and work in a safe and secure environment.

Category:

Research Cited:

Activity - Positive Behavior Intervention Supports	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS is a proactive approach to improve student behavior to serve as a means to improve climate and culture. It includes schoolwide expectations, common area rules, and lesson plans to be taught with consistency so the result will be fewer office discipline referrals and suspensions allowing more time for teachers to have students in class and engage them in instruction. PBIS has been implemented and communicated to all stakeholders. "Scholar Dollars" is an incentive used within this program to recognize students and teachers who are meeting expectations. Recipients of "Scholar Dollars" receive various tokens of recognition during weekly drawings.	Behavioral Support Program			08/11/2014	05/28/2015	\$0 - No Funding Required	Principal, Certified and Classified Staff, Students, Parents, Community Stakeholders

KDE Comprehensive School Improvement Plan

Russell County Middle School

Activity - Preventative Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide schoolwide preventative interventions to include topics on bullying, conflict management, or other social, emotional, physical, or mental issues as deemed necessary by administration. This happens during grade level and whole school assemblies and is embedded within Project Lead and the PBIS school-wide expectations.	Behavioral Support Program			08/07/2013	05/15/2015	\$0 - No Funding Required	Principals; Counselors

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Goal 1:

Increase the averaged combined reading and math proficient K-PREP scores for Russell County Middle School students from 47% to 73% in 2017.

Measurable Objective 1:

demonstrate a proficiency of 62% combined in English/Language Arts and Math by 05/22/2015 as measured by K-Prep.

Strategy1:

Literacy Initiative - A school-wide literacy initiative that will address the individualized needs of all students, regardless of ability level will be a focus. Each student will be provided a Reading and Writing instruction block to meet the new, more rigorous demands of Common Core Standards. Teachers will meet in PLCs to monitor student data by sharing student work samples for analysis and the results of Discovery Education benchmarks as well as summative and formative assessments to guide instruction. A specific intervention time will be provided for all students to make them aware of the deficits they have with standards and will be given purposeful interventions toward mastery of standards in addition to RTI for specific students meeting more at-risk criteria.

Category: Continuous Improvement

Research Cited:

Activity - STAR/AR Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RCMS students will use the STAR/AR program within the Library Media Center to monitor reading levels and set personal goals based on STAR level/lexile equivalency to increase proficiency. Students will use the AR program as a research based means to assist in meeting this goal. Additionally, students with the lowest lexile levels will receive their own books to take home and read with parents to further promote literacy.	Academic Support Program			08/15/2012	05/22/2015	\$1700 - Title I Part A \$6165 - State Funds	Principal; Teachers; Library Media Specialist; SBDM

KDE Comprehensive School Improvement Plan

Russell County Middle School

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common assessments will be developed congruent to standards and administered in all English classes to identify gaps in student learning and adjust instruction.	Academic Support Program			03/18/2013	05/22/2015	\$0 - No Funding Required	Principal; Teachers; Instructional Coach

Activity - Academic Success	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are grouped based on scale score of the Discovery Education benchmarks to receive specific interventions on standards a deficit has been identified in.	Academic Support Program			10/13/2014	05/01/2015	\$2653 - General Fund \$2653 - Title I Part A	Principal, Teachers, Instructional Coach

Activity - Supplemental/Intervention Materials	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research based classroom Reading and Reading Intervention resources will be provided. (i.e. - Springboard Consumable Student Edition and other ancillary items, Scholastic Scope and Action magazines)	Academic Support Program			08/08/2012	05/22/2015	\$14500 - State Funds \$6000 - Title I Part A	Principal; SBDM; Teachers

Activity - Collaborative/Co-Taught English Instruction Block	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborative/Co-Taught English instructional blocks will include a special education teacher co-teaching with the general education teacher where accommodations are provided according to the IEPs to assist students to reach success..	Direct Instruction			08/11/2014	05/22/2015	\$0 - No Funding Required	Principal; Teachers

Activity - Technology Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Six mini I-pads will be utilized for small group or individual direct instruction to provide interventions.	Technology			11/24/2014	05/28/2015	\$1800 - Title I Part A	District Title I Coordinator, Title I Teacher, Principal

KDE Comprehensive School Improvement Plan

Russell County Middle School

Activity - RTI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading interventions are scheduled with a Title I teacher or certified substitute teacher for students scoring in the bottom 10% of the Discovery Education fall benchmark in reading and novice on the previous year's K-Prep in reading or language mechanics.	Academic Support Program			11/03/2014	05/22/2015	\$9000 - State Funds \$53574 - Title I Part A	Principal; Instructional Coach; Title I Teacher; Certified Substitute Teachers

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grades 6-8 English Language Arts Teachers along with collaborating special education teachers and instructional coach participated in a two-day Advanced SpringBoard sponsored professional development that focused on implementing the common core standards based curriculum and differentiating instruction to meet the rigorous expectations for reading and writing.	Professional Learning			07/28/2014	07/29/2014	\$5250 - Title I Part A	Teachers, Instructional Coach, District PD Coordinator, Principal

Activity - English Computer Lab	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English students will be provided access to a computer lab to supplement and enrich Springboard curriculum/instruction.	Technology			08/08/2012	05/22/2015	\$0 - No Funding Required	Principal; Teachers; Chief Information Officer

Activity - Silent Sustained Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The entire school began silent sustained reading for fifteen minutes everyday as a school-wide initiative to improve writing skills, build vocabulary and increase comprehension.	Academic Support Program			09/02/2014	05/22/2015	\$0 - No Funding Required	Principal; Teachers

Activity - Before/After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Before/After-school tutoring opportunities are provided for students struggling in reading, writing, and language mechanics.	Tutoring			09/02/2014	04/16/2015	\$7200 - State Funds	Principal; ESS District Coordinator; ESS School Coordinator; ESS Teachers; SBDM

KDE Comprehensive School Improvement Plan

Russell County Middle School

Activity - PLC Time	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Communities occur to continuously monitor student data and adjust instruction/strategies to best meet the needs of all students at their individual level of learning.	Professional Learning			08/11/2014	05/22/2015	\$0 - No Funding Required	Principal; Teachers; Instructional Coach

Activity - Student Engagement with Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sixth grade students will actively participate in student-led discussions from teacher modeled questioning techniques using high-interest reading material. Language mechanics will be focused on as well within the context of the reading to establish a strong foundation for close reading skills and comprehension.	Direct Instruction			01/05/2015	05/22/2015	\$0 - No Funding Required	Principal, Sixth Grade Teachers, Instructional Coach

Activity - Accelerated English Instruction Block	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated English classes at the middle school are available for students performing above benchmark/proficiency, some of which offer high school credit.	Direct Instruction			08/11/2014	05/22/2015	\$0 - No Funding Required	Principal; Teachers; Guidance Counselor; Instructional Coach

Strategy2:

Math Initiative - A school-wide math initiative that will address the individualized needs of all students, regardless of ability level will be a focus. Each student will be provided a math instruction block to meet the new, more rigorous demands of Common Core Standards. Teachers will meet in PLCs to monitor student data by sharing student work samples for analysis and the results of Discovery Education benchmarks as well as summative and formative assessments to guide instruction. A specific intervention time will be provided for all students to make them aware of the deficits they have with standards and will be given purposeful interventions toward mastery of standards in addition to RTI for specific students meeting more at-risk criteria.

Category: Continuous Improvement

Research Cited:

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common assessments will be developed congruent to standards and administered in all math classes to identify gaps in student learning and adjust instruction.	Academic Support Program			03/18/2013	05/15/2015	\$0 - No Funding Required	Principal; Instructional Coach; Teachers

KDE Comprehensive School Improvement Plan

Russell County Middle School

Activity - Math Computer Labs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math students will be provided access to computer labs to implement math curriculum and other supplemental programs like IXL as applicable.	Technology			08/08/2012	05/15/2015	\$0 - No Funding Required	Principal; Teachers; Chief Information Officer

Activity - Accelerated Math Instruction Block	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated math classes at the middle school are available for students performing above benchmark/proficiency, some of which offer high school credit.	Direct Instruction			08/11/2014	05/22/2015	\$0 - No Funding Required	Principal; Teachers; Guidance Counselor; Instructional Coach

Activity - Before/After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Before/After-school tutoring opportunities are provided for students struggling in math.	Tutoring			09/02/2014	04/16/2015	\$7200 - State Funds	Principal; ESS District Coordinator; ESS School Coordinator; ESS Teachers; SBDM

Activity - Collaborative/Co-Taught Math Classes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborative/Co-Taught math instructional blocks will include a special education teacher co-teaching with the general education teacher where accommodations are provided according to the IEPs to assist students to reach success.	Direct Instruction			08/11/2014	05/22/2015	\$0 - No Funding Required	Principal; Teachers

Activity - PLC Time	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Communities occur to continuously monitor student data and adjust instruction/strategies to best meet the needs of all students at their individual level of learning.	Professional Learning			08/11/2014	05/22/2015	\$0 - No Funding Required	Principal; Teachers; Instructional Coach

Activity - Academic Success	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are grouped based on scale score of the Discovery Education benchmarks to receive specific interventions on standards a deficit has been identified in.	Academic Support Program			10/06/2014	05/01/2015	\$2653 - General Fund \$2653 - Title I Part A	Principal, Teachers, Instructional Coach

KDE Comprehensive School Improvement Plan

Russell County Middle School

Activity - RTI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math interventions are scheduled with a Title I teacher or certified substitute teacher for students scoring in the bottom 10% of the Discovery Education fall benchmark in math and novice on the previous year's K-Prep in math.	Academic Support Program			11/03/2014	05/22/2015	\$53574 - Title I Part A \$9000 - State Funds	Principal; Teachers

Activity - Supplemental Materials	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research based math supplemental resources will be provided. (i.e. - IXL, Explore Test Prep, Moby Max, etc.) in addition to the math curriculum as well as other manipulatives and tools to support a student-centered classroom.	Direct Instruction			08/08/2012	05/22/2015	\$1000 - State Funds	Principal; Teachers; SBDM

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined Reading and Math proficiency ratings for all students in the non-duplicated gap group from 40.2% in 2012 to 70.1% in 2017.

Measurable Objective 1:

demonstrate a proficiency in reading and math by increasing the percentage of students scoring proficient/distinguished by 7% by 05/28/2015 as measured by 2014-2015 K-Prep Assessment.

Strategy1:

Math Gap Initiative - In conjunction with the school-wide Math Initiative, targeted students at RCMS identified within the gap groups will receive specialized, research-based instruction.

Category:

Research Cited:

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instruction of students with disabilities will correlate with their identified goals and specialized designed instruction stated within their IEP.	Direct Instruction			08/08/2012	05/28/2015	\$0 - No Funding Required	Principal; General Education Teachers; Special Education Teachers

KDE Comprehensive School Improvement Plan

Russell County Middle School

Activity - Intervention Software	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention software (ex.IXL) that is engaging and high interest will be purchased for students who are struggling to meet proficiency.	Technology			12/01/2014	05/28/2015	\$2618 - Race to the Top	Principal, Teachers, Students

Activity - IEP Goal Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students with disabilities are progress monitored in a resource setting by using research based probes.	Academic Support Program			08/11/2014	05/28/2015	\$0 - No Funding Required	Principal; Special Education Teachers

Activity - ASUS Tablets	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
38 ASUS tablets were purchased for small group or individual intervention sessions.	Technology			11/03/2014	05/28/2015	\$13262 - KETS	Principal, Chief Information Officer, Teachers, Students

Activity - Math Plus	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sixth grade math teachers are attending a two year Math Plus GRREC sponsored training that focuses on content, with an emphasis on problem solving tasks, specifically fraction sense and operations.	Professional Learning			06/03/2013	06/30/2015	\$0 - Grant Funds	Principal, Sixth Grade Math Teachers

Strategy2:

School-Wide Gap Initiative - The school-wide gap initiative will address any academic or non-academic factors that impact student achievement, such as social, emotional, and health needs, as well as school safety and discipline strategies.

Category: Continuous Improvement

Research Cited:

Activity - RCMS Student Showcase	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Russell County Middle School will host an event that showcases learning across content areas with student performances to share with parents and the community.	Parent Involvement			04/21/2015	04/21/2015	\$0 - No Funding Required	Principal; Teachers; Youth Services Center

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Activity - RCMS Student Council	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level representatives were elected by the student body to be their voice on the student council. Student Council collaborates with the administration, teachers, and SBDM to communicate concerns or issues from the student body. The administration utilizes the student council in grade level assemblies to communicate topics of importance to the student body. Additionally, the student council presents at the school board and community meetings as well.	Academic Support Program			09/15/2014	05/28/2015	\$0 - No Funding Required	Principal, Teachers, Student Council, Students, SBDM

Activity - "On a Roll" Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The "On a Roll" program has been established at RCMS to encourage academic success and appropriate student behavior in which students receive rewards at various times throughout each grading period.	Other			08/08/2012	05/28/2015	\$1000 - Other	Principal; Teachers; Youth Services Center; PTO

Activity - Student Focus Days	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student focus days occur on non-instructional days for academic time in reading and math to occur as well as time for physical activity for gap students. Lunch is provided for all students and transportation is available for those who need it.	Academic Support Program			08/11/2014	05/28/2015	\$2340 - FRYSC	Principal, FRYSC, Teachers, Students

Activity - Cultural Proficiency Institute	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A school team will attend a cultural Proficiency Institute to learn a framework for responding to and planning for issues that intersect with poverty, English language learners, professional learning communities and personalized learning to share with the faculty.	Professional Learning			01/13/2015	01/14/2015	\$2000 - GRECC Race to the Top	Principal, Counselors, Instructional Coach, FRYSC, Teachers

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Activity - Reducing Barriers to the Gap Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meetings are held with parents and the community to share information about the school. Specific data about the gap (students with disabilities being the sources of our school focus status) and the overall standing of the school is shared. Feedback from parents and community stakeholders regarding reducing barriers are received and discussed as avenues for improvements.	Parent Involvement			08/11/2014	05/28/2015	\$1300 - FRYSC	Principal, FRYSC, Teachers, Counselors, Instructional Coach

Activity - Reducing Barriers with Migrant & EL Staff	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Migrant and EL staff will act as a liaison between the school and home by interpreting/translating information/meetings to promote family involvement in school activities and collaborate with the classroom teacher and parents to analyze assessment data, set goals, provide resources and support needed to implement the Program Services Plan. Furthermore, PD information will be provided to principals and teachers.	Academic Support Program			07/01/2014	06/30/2015	\$100 - Title III \$250 - Title I Part C	EL/Migrant Instructor, District EL/Migrant Contact

Activity - Data Retreat	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team of teachers representing all content areas and grade levels, principal, instructional coach and district personnel attended a Data Retreat sponsored by the Race to the Top grant to analyze multiple data sources and identify strengths and needs for the school.	Professional Learning			09/29/2014	10/01/2014	\$1000 - Race to the Top	Principal, Data Team, Instructional Coach

Activity - Leader in Me Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development occurred for certified and classified staff over four days that focused on Project Lead (the 7 Habits) and developing an action plan for implementing them (Project Lead) into the school. Follow up training is provided as well.	Professional Learning			07/14/2014	07/17/2015	\$0 - No Funding Required	Principal, Certified and Classified Personnel

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Activity - Youth Services Center Student Services	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Youth Services Center provides a diverse range of services to the students of Russell County Middle School to help eliminate barriers to academic success.	Academic Support Program			08/08/2012	05/15/2015	\$0 - No Funding Required	Principal; Teachers; Youth Services Center

Activity - Family Medical Center Services	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students at RCMS are provided the opportunity for a free dental screening that includes a dental assessment, cleaning, fluoride, and a follow-up letter indicating dental concerns, an opportunity for a flu shot and other medical services including physicals and sick-child visits on the school campus with parent permission.	Other			08/11/2014	05/28/2015	\$0 - No Funding Required	Principal; FRYSC; Cumberland Family Medical Staff

Activity - Suicide Prevention Assembly	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RCMS students attend an assembly presented by the school psychologist for Russell County Schools that focused on suicide prevention.	Behavioral Support Program			09/23/2014	09/23/2014	\$0 - No Funding Required	Principal; Teachers; School Psychologist for Russell County Schools; Counselors; Director of Professional Development

Strategy3:

Reading Gap Initiative - In conjunction with the school-wide Literacy Initiative, targeted students at RCMS identified within the gap groups will receive specialized, research-based instruction.

Category:

Research Cited:

Activity - IEP Goal Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students with disabilities are progress monitored in a resource setting using informational research based texts.	Academic Support Program			08/11/2014	05/28/2015	\$0 - No Funding Required	Principal; Special Education Teachers

Activity - Intervention Software	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention software (ex. IXL) that is engaging and high interest will be purchased for students who are struggling to meet proficiency.	Technology			12/01/2014	05/28/2015	\$2618 - Race to the Top	Principal, Teachers, Students

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Activity - ASUS Tablets	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
38 ASUS tablets were purchased for students to use in small group or individual intervention sessions.	Technology			11/03/2014	05/28/2015	\$13262 - KETS	Principal, Chief Information Officer, Teachers, Students

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborating ELA teachers attended a GRREC sponsored two day professional development that focused on different strategies to implement to close the writing gap between students with disabilities and students without disabilities. Follow-up sessions will be provided to teachers for observation, planning and feedback.	Professional Learning			08/11/2014	10/03/2014	\$1150 - IDEA	Teachers, Principal, Director of Special Education

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instruction of students with disabilities will correlate with their identified goals and specialized designed instruction stated within their IEP.	Direct Instruction			08/08/2012	05/28/2015	\$0 - No Funding Required	Principal; General Education Teachers; Special Education Teachers

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:

Increase the percentage of effective teachers (as measured by teacher effectiveness tools) to ____% by 2015. *Percentage to be computed after baseline is set.

Measurable Objective 1:

demonstrate a behavior to achieve highly effective teachers by 06/30/2015 as measured by the Teacher Professional Growth and Effectiveness System. .

Strategy1:

Program Review Immersion - Content area teachers will seek the expert advice of in-house practical living/career studies, arts and humanities and writing/ELA teachers to utilize suggestions and/or resources and how program review criteria can be embedded within their instructional activities to enhance not only their content area, but the program reviews as well. Inviting guest speakers and site visits to businesses as well as involving other stakeholders in the students' education are also intentional.

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Category: Teacher PGES

Research Cited:

Activity - Intentional Faculty Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is intentional faculty collaboration within the school and with other stakeholders to embed arts and humanities, practical living/career studies and writing within their own content area instruction to enhance not only program reviews, but also their own subject area. Specific examples and modeling of rationales and documentation of evidence have been shared with the faculty.	Professional Learning			08/07/2014	05/28/2015	\$0 - No Funding Required	Teachers, Principal, Counselor, Instructional Coach

Activity - Program Review Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specific grade level instruction aligned with the program reviews will be implemented to improve the quality of programs.	Academic Support Program			01/05/2015	05/22/2015	\$0 - No Funding Required	Principal, Teachers

School Safety Diagnostic

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	August 20, 2013	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	October 15, 2013	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	October 21, 2014	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	August 1, 2014	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

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Label	Assurance	Response	Comment	Attachment
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	November 21, 2014	

Label	Assurance	Response	Comment	Attachment
11.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		